

HISTORY AND HANDBOOK
OF
DAY SCHOOLS FOR THE
DEAF AND BLIND

A BULLETIN OF INFORMATION CONCERNING THE ORIGIN,
MAINTENANCE, ADVANTAGES AND STANDING
OF THE DAY SCHOOLS FOR THE DEAF
AND BLIND IN WISCONSIN

COMPILED BY
A. J. WINNIE
Inspector of Day Schools for the Deaf and Blind

ISSUED BY
C. P. CARY
STATE SUPERINTENDENT



MADISON, WISCONSIN
DEMOCRAT PRINTING COMPANY, STATE PRINTER
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FOREWORD

This pamphlet on the Day Schools for the Deaf has been prepared by Mr. A. J. Winnie, State Inspector of Day Schools for the Deaf and Blind, as a labor of love and as a means of acquainting the people more fully with the work done in those schools.

There is no way in which modern civilization manifests its genuineness and sympathy more characteristically than in its painstaking care for those who are in any wise unfortunate. The deaf and blind are handicapped by reason of physical defects that cause the burdens of life to fall heavily upon them.

Wisconsin is making intelligent and unstinted efforts to make these extra burdens as light as possible and to equalize opportunities so far as this may be. The day schools in this state are fully committed to the oral method of instruction and make no attempt to teach the students the sign language. The city superintendents, boards of education and citizens in the cities in which day schools for the deaf are located have always shown a splendid spirit of coöperation and have taken a pride in the welfare of these little schools that calls forth one's admiration.

C. P. CARY,
State Superintendent.

29. A. H. 3-

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DAY SCHOOLS FOR THE DEAF

SYLLABUS ON THE EDUCATION OF THE DEAF.

The systematic education of the deaf began with the establishment of a little school in Paris by the Abbe de l'Epee in 1755, which he supported with his small personal income. Previous to that time, during the sixteenth and seventeenth centuries in Spain and England there had been occasional cases where the deaf sons or daughters of nobles, or persons of great wealth, had been educated and even taught to speak and read the lips by clever and devoted men, but the good Abbe de l'Epee was the first to offer the boon of education to the poor and rich alike. He, however, adopted a method of instruction by gestural signs and manual alphabet. About the same time Braidwood in Edinburgh (1760), and later in London, and Heinicke in Dresden (1778), were teaching by oral methods, but they, unlike the French Abbe, made a secret of their methods, and taught only the rich.

The first school in the United States was opened in 1817 at Hartford, Connecticut, and Thomas H. Gallaudet was its principal, he having been sent the year before to Europe to train himself for his work. Mr. Gallaudet had sought the necessary instruction in Edinburgh and in London, but had been inhospitably received. In Paris, however, at the institution founded by the Abbe de l'Epee, and then conducted by the Abbe Sicard, his reception was most cordial. Therefore it was the sign language and the manual method which he brought back with him, and established in the first school for the deaf in this country. For half a century the education of the deaf in the United States was carried on exclusively by the silent methods imported from France by Mr. Gallaudet.

But in the meantime oral methods were coming to predominate in Europe, and in 1867 two small oral schools were opened in this country, one in New York, and one in Northampton,

Massachusetts. By oral schools is meant schools in which no manual form of communication, either gestural signs or finger alphabet, is taught or used by teachers or pupils in or out of the schoolroom. All instruction or communication is spoken, except that writing is employed as it is in any ordinary school for hearing pupils. Gradually the teaching of speech and lip-reading to the deaf has made its way in the schools of this country, until more or less of this work is done in every school.

We have seen that at the very start there was a wide divergence in the matter of methods. In Europe, however, the oral method has come to be nearly universal, while the United States is the stronghold of manualism. The last international report of schools for the deaf was issued in 1901. The following table will show the status of oral and manual methods in Europe at that time and in the United States and Canada in 1910.

	No. of schools.	Oral schools.	Total pupils.	No. taught in pure oral schools.	Per cent orally taught.
Austria Hungary	38	33	2,339	1,947	84
Belgium.....	12	11	1,265	1,206	95
France.....	71	62	4,098	3,785	92
Germany.....	99	99	6,497	6,497	100
Great Britain.....	82	60	4,222	2,110	52
Italy	47	33	2,519	2,044	82
Norway.....	5	5	309	309	100
Holland.....	3	3	473	473	100
Russia	33	20	1,719	949	56
Spain.....	10	3	462	172	37
Sweden	9	2	726	131	18
Switzerland....	14	14	650	650	100
Totals.....	423	350	25,279	20,273	A v. 80
1910					
United States.....	145	82	12,332	2,809	22
Canada	7	2	832	220	26
Totals.....	575	434	38,443	23,302	A v. 42.66

There are many schools in the United States, and some in Europe, that call themselves "Combined." That is they do some work in speech and lip reading, and many of them have some classes in which all instruction is oral. But in many of

the classrooms, and in outside communication, signs and the finger alphabet are taught, used and permitted. But experience has clearly shown that the best results in making speech and lip reading a practical, *working means* of communication, cannot be obtained under the conditions existing in these "Combined" Schools. The manual method of communication is easier of acquisition for the child, and spoken language does not become his *thought vernacular*; he *thinks* in manual forms and expresses himself silently by choice. In the "Combined" schools the manual "atmosphere" is all pervasive, and even coercive, for the child cannot avoid it. Therefore, the most satisfactory oral work cannot be done under "combined" conditions.

There is probably, only one way in which the most satisfactory oral work possible can be done in a school in which there must, for any reason, be manual classes, and that is to make two schools of it; both under the same management, but the oral and manual classes having separate classrooms or different hours, and separate living quarters, and never coming in contact with each other at any time during the day. The largest school for the deaf in the world, the Pennsylvania Institution, in Philadelphia, has in this way been changed from a manual to a purely oral school, but the process occupied more than twenty-five years. The beginning was made by separating the school into two parts, a small oral department and a large manual, the pupils in the two departments never associating with each other in work or in play. Little by little, as the results of the oral work proved themselves satisfactory, the size of the manual department was decreased and the oral enlarged, until there are now no manual classes, and all communication in and out of the classroom, in shop work and recreation, is spoken. Dr. A. L. E. Crouter, the Superintendent, in his annual report for 1909-1910 writes as follows: "In the Intellectual Department, instruction has, in the main, been conducted along the same lines as in previous years, the only noteworthy changes being the increased attention paid to lip reading, and the entire absence of all forms of Manual Methods. These changes are believed to have proven helpful in the work. Oral Methods are found quite adequate to their best advancement. In saying this, we do not claim to be able to make orators or public speakers of our pupils, but we do claim to be able to give them a good general education, and

in doing so, to train their powers of speech and lip reading to the extent of enabling them to communicate freely with their relatives and close friends, and to express their thoughts in fairly correct English on all topics of general interest. Except in a comparatively few cases more than this may not wisely be claimed for any method. Any method of instruction that will give the average deaf child a fair command of his native tongue, a fair acquaintance with the subjects that constitute a fair English education, and the power to speak intelligibly and to read the speech of others, is a good method, and any method that falls short of this, by whatever name known, is not a good method. *We have dropped Manual Methods because we have found them unnecessary, and because we believe they interfere with the best progress of our pupils in the acquisition of speech and lip reading and in all regular branches of study."*

Thus once and for all, in the most conservative and practical way, has the country been shown how it may, if it wishes, gradually abandon the older and less desirable method for that which is more in keeping with modern ideas of education. The feasibility and desirability of this change having been demonstrated beyond question, without hurry and without prejudice, purely as a matter of indisputable fact, the same result can now be obtained in any other school in a period of not more than eight years.—(From Syllabus on the Education of the Deaf by the Otological Sec. of the American Medical Ass'n.)

ORIGIN, PROVISIONS OF ORGANIZATION AND ADVANTAGES OF THE WISCONSIN DAY SCHOOLS FOR THE DEAF.

Phonological Institute.

Just as nearly all of the great movements in education have had their origin in private enterprise, so the day schools for the deaf in Wisconsin were founded by the Wisconsin Phonological Institute, a society composed of philanthropic German citizens of Milwaukee. Through the leadership of Peter L. Dohman and Carl Treischman this society was incorporated in 1879 for the purpose of promoting the pure oral method of educating the deaf. Mr. Gudo Pfister was the first president of the association and was succeeded by Mr. Bernhard Stern.

One year prior to the incorporation of the Phonological Institute Prof. Adam Stetner had opened a private school at his residence in Milwaukee. At first there were only four pupils registered, but as the work of the school became known throughout the city the interest of benevolent citizens was aroused and the enrollment increased to seventeen. The Phonological Institute exercised a fostering care over the little school and spared neither money nor effort in its behalf.

The institute has collected from its members and expended for the advancement of its object including the maintenance of a model day school and a normal department in Milwaukee, the publication of pamphlets, etc., assisting in the establishment of



MR. CARL TREISCHMAN.

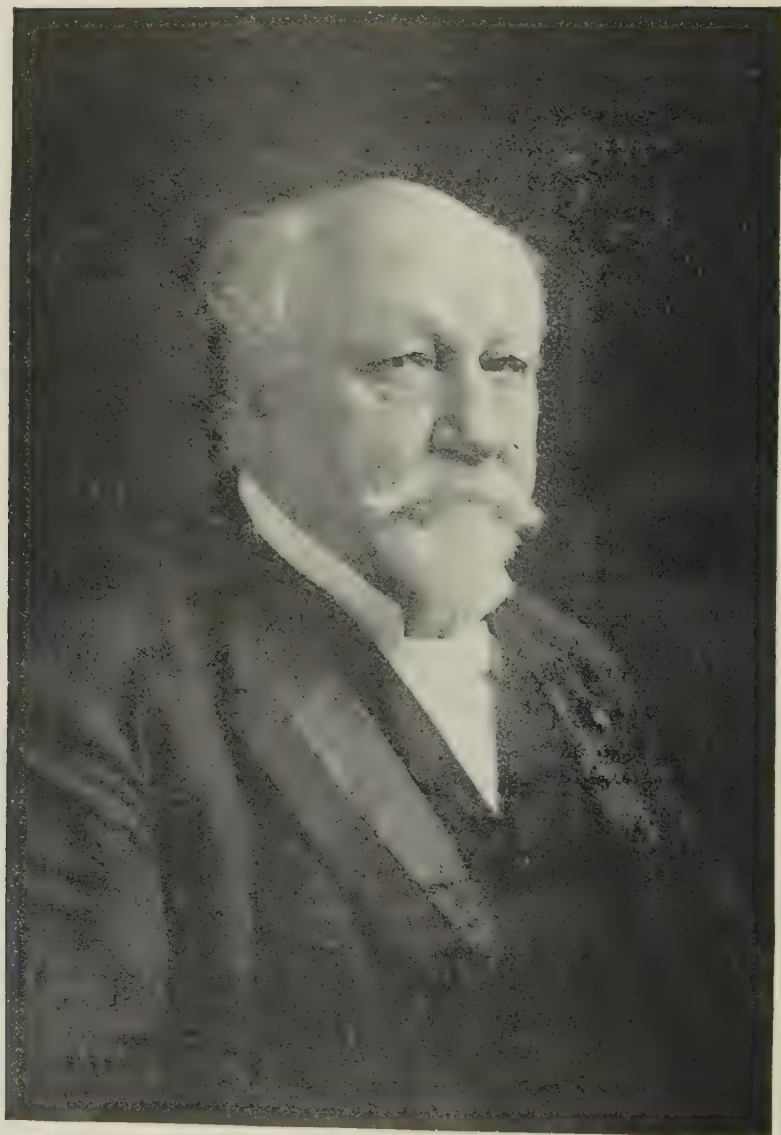


MR. BERNHARD STERN.

day schools in various parts of the state and in furthering legislation pertaining to these schools over \$20,000. The work of the institute is now well advanced and thoroughly established in Wisconsin.

In 1880 Hon. R. C. Spencer of Milwaukee, President and founder of the Spencerian Business College became president of the Phonological Institute and still acts in that capacity. To Mr. Spencer more than to any other person is due the credit for the high standard which the day schools for the deaf in Wisconsin have attained. He has spent cheerfully both time and money in their behalf, and although he has arrived at a ripe old age his heart and soul are as alert as ever in the welfare of the deaf.

Mr. August F. Mueller who for 25 years was secretary of the Phonological Institute and for a long time member of the committee on School for the Deaf, of the Board of Education in Milwaukee, gave much encouragement and help to the day school cause.



HON. ROBERT C. SPENCER.

Passage of First Law.

It was through the efforts of the Phonological Institute and the Board of Education of Milwaukee, in 1882, that a bill was brought before the legislature providing for the establishment of a public day school for the deaf in Milwaukee, giving annual aid of \$100 for each pupil enrolled in the school for a year. This bill was defeated and a similar measure failed to pass the legislature of 1883.

The meeting of the National Educational Association in 1884 was held in Madison and among the other speakers on the program was Dr. Alexander Graham Bell, a noted educator of the deaf and the inventor of the telephone, whose wife, a deaf woman, had been one of his former pupils.



DR. ALEXANDER GRAHAM BELL.



GOV. JEREMIAH M. RUSK.

Dr. Bell spoke in favor of the proposed day schools for the deaf in Wisconsin and Governor Rusk who was seated on the platform and heard the address seemed much interested.

In his next message to the legislature Gov Rusk pointed out the need of greater facilities for educating the deaf in this state. Dr. Bell was invited to come to Madison and present his opinion on the merits of the bill providing for the state support of day schools for the deaf, which was then being considered by the legislature. He gladly complied with the request and presented the merits of the bill so ably and clearly that at last it met with favor in the eyes of the legislature and the bill became a law. Thus was born the public day school maintained at state expense,

AMENDMENTS TO THE FIRST LAW PERTAINING TO DAY SCHOOLS FOR
THE DEAF.

Increase of State Appropriation.

Since the enactment of the first law authorizing the organization of Day Schools for the Deaf, several amendments have been made. In 1893 the appropriation was increased from \$100 per capita to \$125 and again in 1897 to \$150.

State Inspector.

In 1901 the law provided for the appointment by the State Superintendent of an Inspector of schools for the deaf. Further provision was made that any unexpended money remaining in the Day School funds in the various cities and villages maintaining such schools, at the close of the school year should be returned to the State Treasurer before July 1st of each year.

Board of Education to Apply for School.

Chapter 86, laws of 1903, required that the application for permission to establish a Day School for the Deaf should come from the board of education and that reports concerning the school should also come from the board of education.

Compulsory Attendance.

In 1907 the expression "deaf persons" was substituted for "deaf mutes;" the unexpended money in the deaf school fund at the end of the school year was allowed to remain in trust for the school for the deaf, instead of being returned to the State Treasurer as formerly; a section was added making it compulsory for deaf children to attend some school for the deaf.

Payment of Board of Nonresidents.

In 1909 the last amendment was made which provided for the payment of board or transportation of nonresident pupils.

In another part of this publication are printed the local histories of the day schools which have been maintained in various cities of the state, twenty-one of which are now in existence.

* * *

How to Organize a School for the Deaf.

The manner of procedure to be followed in the organization of the day school for the deaf is very simple. When the board

of education or school board of a city or village finds that there are several deaf children in the community, such board may apply to the state superintendent for permission to organize a school for the instruction of these children. Upon the receipt by the state superintendent of this request from the board of education or the school board, he will issue a certificate of organization and the school may be opened as soon as the board finds it convenient. At the close of the school year the board must report to the state superintendent the names of the pupils who have enrolled in the school during the school year, together with the number of days each pupil has attended. Upon the receipt of this report the state superintendent will apportion \$150.00 for each pupil who has attended 180 days and for the other pupils such a part of \$150.00 proportionate to the number of days attended when such pupils have been in school less than 180 days.

The Deaf are Taught Speech.

People are accustomed to refer to the deaf as "deaf and dumb" or as "deaf mutes," considering these people as being afflicted with the double infirmity. The deaf are dumb, or speechless, merely because of their inability to hear and consequently are unable to imitate speech until taught how to do so. The organs of speech are present, and in most instances, as perfect as those in a hearing person. Even those who are congenitally deaf are now taught to use their organs of speech. They are learning to speak intelligibly, though perhaps they do not use as agreeable tones and inflections as those who are able to hear. Realizing this, the pure oral method of instruction is employed in all of the day schools for the deaf in this state. At the time that the child is taught how to speak a word he is also taught to read it from the lips of his teacher, and to write it upon the blackboard. Pupils thus taught in time become expert lip readers, being able to understand what is said to them by watching the lips of the speaker. So expert in this do some become that they are able to understand to some extent, the conversation carried on by the characters shown in moving pictures.

Normal Environment for Deaf Pupils.

Among the foremost advantages of these schools is that which permits the child to receive his education without finding it necessary to sever home ties, and attend school in some distant



Teaching a new word to the deaf. Madison Day School.



Deaf children playing with hearing children on the school playground at Sheboygan.
Those marked (X) are deaf.

city or village, where he will be unable to visit home more than once or twice during the whole year. Furthermore, he is constantly associated with hearing people both in and out of school.

These schools are under the immediate administration and supervision of the school officers in the cities or villages in which they are located and form, as much a part of the public school system as any other departments. The school for the deaf is housed in one of the public school buildings, and the children play with the hearing children on the playground during the recess period, and mingle with them on the way to and from school.



Deaf children playing with hearing children on the school ground at Green Bay.
Those marked (X) are hearing children.

This constant mingling with hearing children, together with the instruction in speech and lip reading, tends to make the deaf as nearly like hearing children as possible. The child in the day school is educated in the midst of those conditions which he must meet when he finds it necessary to make his own way in life.

Manual Training and Domestic Science.

In nearly all the cities where day schools for the deaf are made a part of the public school system, the school boards have provided courses in manual training, domestic science, drawing, and painting for their schools. The department for the deaf



Deaf children taking manual training with hearing children, in the Sh.boygan school.
Those marked (X) are deaf.



Deaf children taking cooking in the Eau Claire school.

shares in this special instruction and the pupils make a very creditable showing, sometimes doing work which is of a higher order than that done by the hearing pupils. In those schools located in the villages where these special courses do not form a part of the regular curriculum, special equipments have been put into the departments for the deaf, so that the children who are old enough to take it are given instruction along these lines.

In a school in one of the smaller cities of the state, the girls, after having received instruction in cooking for several weeks under the direction of their teacher, prepared a little luncheon one evening for the members of the school board. The affair was successful. It certainly was highly beneficial to the pupils, giving them decidedly practical experience in mingling with hearing people.

Nonresident Children.

It frequently happens that a deaf child lives on a farm or in a city or village miles away from the city or village maintaining a day school for the deaf. Such being the case, it becomes necessary for the parent to find a suitable boarding place for his child if he wishes him to attend this school, or do that which is far better, move to the city or village where the school is located, and provide a home for the child while he is in school. In several instances the latter course of action has been taken. If, however, it is impracticable for the parent to accompany the child, as suggested, a suitable home must be found into which the child may be taken and cared for outside of school hours. Although for a time he is separated from his own family circle, he becomes temporarily a part of another family circle and thus is still able to enjoy home life. Teachers in these schools in which are enrolled one or more nonresident pupils are careful to assist the parent in selecting suitable boarding places. In addition to this they visit these homes frequently in order to see that the children are being well cared for.

The legislature of 1909 came to the help of the day schools for the deaf by providing an appropriation of \$100.00 for each nonresident pupil whose parents were unable to pay the expense incurred for board while under instruction.

Development of Self-reliance.

Many of the older pupils are able to earn considerable money during their spare time in various ways. Some of the girls have

made and sold raffia baskets, fancy work and other handwork, while the boys have sold papers, chopped, sawed and piled wood, done janitor work, run errands, etc.

All of these experiences tend to make the children self-reliant, and certainly give them an opportunity of adapting themselves to the environment in which they are to make their way when they find it necessary to support themselves.

First Steps in Teaching Speech.

In teaching the deaf child to speak he is first led to distinguish between the sensations in his throat when the breath is not vocalized, and when voice is produced. The child places one hand on his own throat and the other on his teacher's throat and breathes, giving voice or no voice as he is directed. When



First steps in teaching the deaf to speak. Milwaukee School.

this step is realized, the great task before the teacher is that of shaping the voice and breath by teaching the elements of speech. These elements are separated into groups or classes according to their similarity in mode of production, and are presented in the order of their importance, and as the child's progress warrants. The accompanying illustration shows the manner in which the teacher undertakes the first steps in teaching the deaf to speak.

Binner Chart.

All of the schools are equipped with the Binner chart of vocal gymnastics, a cut of which is presented on pages 20 and 21.

This chart contains all the elements of speech, and drills upon their various combinations. The daily program in the school for the deaf provides for breathing exercises and drills upon the elements and exercises presented in this chart.



Teaching certain consonants to the deaf with the aid of the lighted candle.
Madison School.

One of the devices used in teaching certain consonants such as p, t, s, h, k, etc., is the lighted candle. The child is required to blow out the flame, using these different elements. Other means are employed in teaching the other elements. The resourceful teacher will invent a device when all known methods have failed.

THE BINNER CHART OF VOCAL GYMNASTICS

BREATHING EXERCISES

1. **Exhale Voicelessly.**

Inhale.
↓
Pause. 5, 10, 15
↑
Quick,
forcible: hä

2. **Voiceless hä.**

Inhale.
↓
Pause as before
↑
Slowly.

3. **Voice.**

Inhale.
↓
Pause as before
↑
Long:
hä, hē, hu.

4. **Without Voice.**

Inhale.
↓
Pause as before
↑

JAW MOVEMENT.

VOCAL EXERCISES.



e

5. **Exhale.**

Inhale.
↓
Pause as before
↑
Aloud:
one, two, three



u

The
Three
Positions.



a

p

t

sh

k

Full Chart
of the
Vocal Gymnastics

VOWELS.

1st Position: ē ī, ĭ ŷ; ā ē â ê, ě; ǎ; hē, hĭ, hā,

2nd Position: ä, å; hä. [hě, hă.

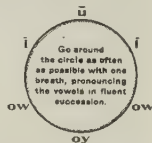
3rd Position: a a; ǒ ô, ǒ ǔ; ô; u o oo, u o oo;

1st and 3rd Positions: ū; hū. [ha, hō, hu

2nd and 1st Positions: ī y; hi.

2nd and 3rd Positions: ow ou; how.

3rd and 1st Positions: oy oi; hoy.



CONSONANTS.

1st Position: s c, z s; t, d; th, th; k e q, g;
n; ng; l; x; f ph, v.

2nd Position: p, b; m.

3rd Position: sh, zh; w, wh.

1st and 3rd Positions: ch, j, g.

R.

3rd Position: Initial r. rē, rā, rā, rī, rō, ru.

1st Position: Final r. ēr, ār, ār, ir.

3rd Position: ōr, ur îr, êr, ûr.

COMBINATIONS AT THE BEGINNING OF WORDS.

Sp, st, sk, sn, sm, sl, pr, fr, tr, er, br, dr, gr, pl, fl, bl, el, gl, spl, spr, str, shr.

COMBINATIONS AT ENDINGS OF WORDS.

Ld, lf, lk, lm, ln, lp, ls, lt, lv, md, ms, ns, nk, nce,
nt, rb, rd, rt, rk, rm, rn, rs, rz, rv, rbd, rkd, rmd,
rnd, rst, rvd, ft, pt, pn, kn, dn, vn, tn, nst, lst,
mst, rst, dst, ngs, ngst, ngd.

Course of Study, Special Drills and Exercises.

The course of study followed in these schools conforms as nearly as possible to that of the public schools of which they form a part. All schools follow Miss Wettstein's Language Plan for the Deaf, a publication issued by the State Superintendent. The pupils receive in addition to the daily drills on the elements of speech and proper breathing exercises, instruction in some form of calisthenics or rhythmic exercises. The



Drill in rhythm. Milwaukee School.

mastery of the elements of speech enables the child to pronounce new words. Breathing exercises aid in gaining smoothness of tone, while the exercises in calisthenics give him poise and muscular control over the body, so that he is freed as much as possible from those mannerisms so peculiar to those who do not hear.

Value of Rhythmic Exercises.

In many of the schools pianos have become a part of the equipment. To a visitor it might appear singular to see a piano in a school for the deaf, but it does not seem so strange when one learns that the deaf gain much through their sense of vibration, if we may speak of such a sense. The teacher can attract the attention of a totally deaf child in any part of the room by tapping on the floor with her heel. When one plays upon the piano the vibrations of the instrument are transmitted to the floor

and through this medium to the pupil. The pupil is able to detect the time of the music which is being played, and with his eyes closed can beat the time with his hand. In many of the schools the pupils have been taught to dance and thoroughly enjoy the rhythm of this form of exercise.



Antigo School. The piano is shown in the corner of the room.

Many other drills and exercises are conducted by the aid of the piano. In some schools children have been taught to sing, strange as it may appear to those unfamiliar with the deaf. While there is little harmony in the song, still the pronunciation of the words in conformity to the time of the selection and the tone quality take on the form of a sort of chant. Exercises of this kind are for the purpose of developing modulation and inflection in their speech. The deaf seem to enjoy all of these exercises inasmuch as they realize that they are doing those things which their more fortunate hearing brothers and sisters are able to do.

What Parents May do for Their Deaf Children.

In the case of a child born deaf the parents are usually unaware of the affliction until the child is several months old. When the trouble finally becomes known the parents in many instances take a course of action which is the direct opposite of that which they should take. Instead of continuing to talk to the baby and endeavoring to secure his imitation of speech, they make no further effort to teach him to talk, thinking, no doubt,

that the vocal organs are defective, as well as the organs of hearing.

Lester Brophy, of Oregon, Wisconsin, is a boy who has been deaf all his life. However, he has been able to complete the course of study prescribed for the common schools, and has entered high school in his own village. He graduated from the day school for the deaf at Madison in June, 1911. He was active



Lester Brophy is shown in the upper row at the left.

in the athletic sports of the other boys in the school. The accompanying illustration shows Lester among the five boys who won the cup, at the Inter-grammar school field meet, in the spring of 1911. He is an expert lip reader and converses intelligibly with all whom he meets. Much of the excellence of his articulation and lip reading is due to the untiring efforts of a mother who was determined that her boy, though deaf, should learn to talk and understand those who spoke to him. On another page will be found a letter written by Lester to the

Inspector of schools for the deaf, telling of his progress in high school.

If the parents of deaf children fully realized the importance of the course of action taken by Mrs. Brophy, their children would have a much better chance of becoming expert in articulation and lip reading than they would otherwise.

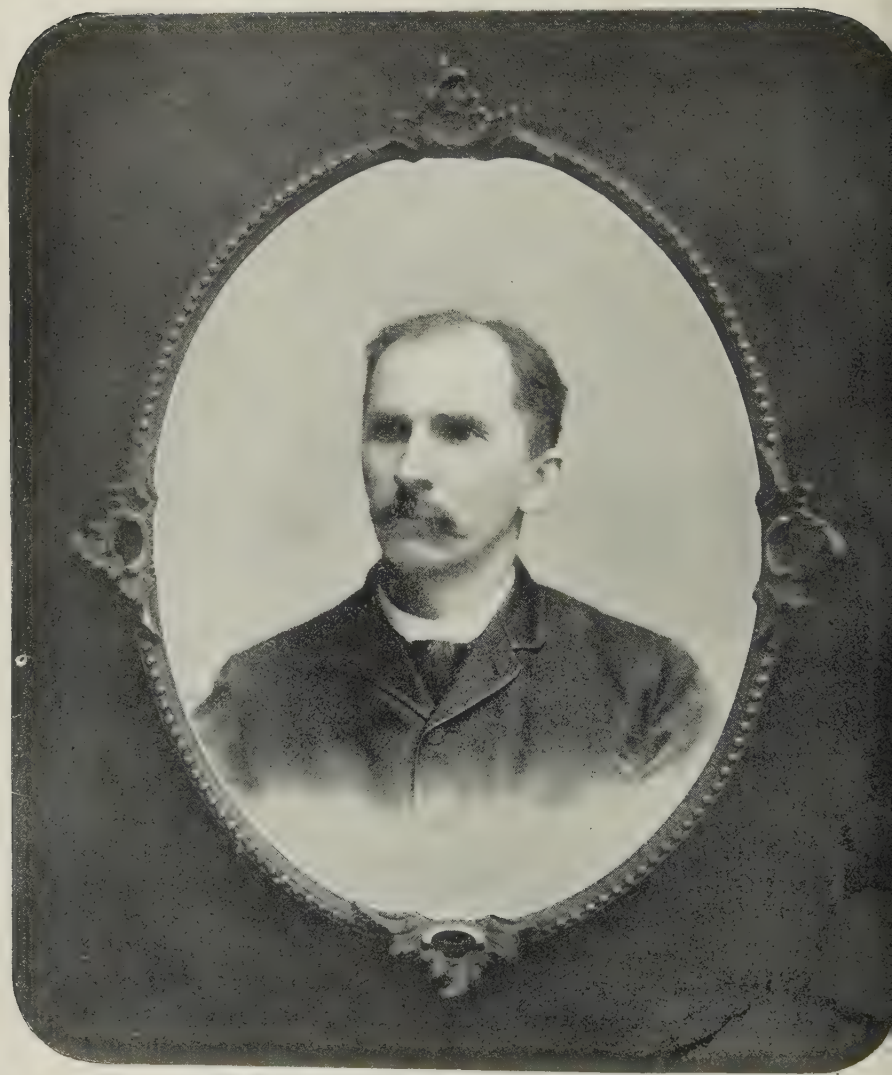
The organs of speech in a deaf child should be exercised at as early an age as those of a hearing child, if they are to be sufficiently flexible to insure good articulation. Children have been known to enter a school even at the age of three years. Of course this is hardly practicable unless the parents live in a community where a school of this kind is located. It is highly important however, that steps should be taken to place the child in school as early as possible.

The mother might do much to encourage her deaf baby to talk if she would consult an oral teacher of the deaf and secure some suggestions from her in developing speech in her child. Some mothers have done this with most satisfactory results. When the child becomes old enough to enter the school the voice and eye training he has received will be of much benefit to him in acquiring good articulation and lip reading. Too much emphasis cannot be put upon the importance of this suggestion. Any teacher of the deaf will gladly give helpful suggestions to any mother who may apply to her.

Encouragement to the Adult Deaf.

Persons who have lost their hearing late in life may receive much help and encouragement by talking with the teachers of the school for the deaf. They will be given suggestions on how to acquire the art of lip reading. The list of schools is printed on another page of this booklet.

The law enacted by the legislature of 1907, making it compulsory for the parents or guardians of deaf children to send them to some school for the education of the deaf for at least eight months during any school year, meant much to the deaf. It was found necessary that a measure of this kind should be placed upon the statute books in order that it might be impossible for deaf children in this state to grow up in ignorance, merely because of a blind sentiment on the part of the parents which made them feel some disgrace incident to the placing of their children in a school of this kind, or in cases of those who



PROF. PAUL BINNER.

found it necessary to leave home in order to attend one of these schools.

Relation of Milwaukee School to the Other Day Schools.

While the day school for the deaf in Milwaukee occupies a position of a sort of mother to the other day schools of the state, it has also undertaken the responsibility of training teachers for these schools. Complete information concerning this normal training department will be found on other pages of this pamphlet.

Pioneers in the Work.

Great honor is due to the memory of Prof. Paul Binner, who for so many years was at the head of the Milwaukee day school and also of the training department. He was especially fitted



MISS FRANCES WETTSTEIN,

Principal of the Milwaukee Day School for the Deaf and of the Normal Training Department.

for this work and entered into it heartily. He spent some time abroad in endeavoring to inform himself as to the best methods of giving oral instruction to the deaf. Further reference will

be made of Mr. Binner in the history of the Milwaukee school. He was followed in his great work by his niece, Miss Frances Wettstein, who had received her training from Mr. Binner and for whom she had taught. Miss Wettstein has made an enviable reputation for herself, due to her unselfish devotion to her chosen work. She has succeeded in building up a school in Milwaukee which has drawn forth expressions of commendation from visiting educators of the deaf from various parts of this country and Europe.

Miss Margaret Sullivan, now deceased, did more missionary work in the field in organizing schools than any other teacher. Her biography appears on another page of this booklet.



PROF. W. D. PARKER.

First inspector of Day Schools for the Deaf.

State Inspectors.

In 1901 the legislature authorized the state superintendent to appoint an inspector of schools for the deaf, whose duties should be to visit these schools frequently and to report to the state superintendent the progress being made and recommend from

time to time such measures as seemed needed for their best interests.

The first inspector to be appointed under this law was Prof. W. D. Parker, for many years President of River Falls Normal School and later High School Inspector, who made a thorough investigation of the methods of instructing the deaf in this country and abroad and compiled the information that he ob-



MRS. ANNA SCHAFER CRITTON,

Former inspector of Day Schools for the Deaf.

tained into a report which was published and distributed by the state superintendent.

Mr. Parker was succeeded by Miss Anna E. Schaffer, who for several years was County Superintendent of Chippewa county. She retained her position until the summer of 1907, when she resigned to be married to Mr. J. E. Critton. Miss Schaffer was recognized by all educators who knew her as an exceptionally capable woman. Through her efforts the public day schools for the deaf flourished and her strong personality, encouragement

and cheer, together with her farsightedness, were a source of inspiration to teachers, pupils and parents.

Miss Schaffer was succeeded by Mr. A. J. Winnie who is the present inspector.



MR. A. J. WINNIE,

Present inspector of Day Schools for the Deaf and Blind.

Pupils May Attend High School.

Pupils who have successfully completed the work of the eight grades may enter the high school and continue their study there. It may, however, be necessary for them to receive some individual help as, owing to the fact that the work in the high school is departmental, the pupil does not become so well acquainted with the teacher as was possible for him in the day school where all of his work was prepared under the direction of one teacher.

School for Deaf of Benefit to Hearing School.

The day schools for the deaf are an advantage not only to the pupils enrolled therein but also to hearing pupils in other de-

partments of the building. The hearing children come to realize a certain responsibility placed upon them for the happiness and welfare of their unfortunate school mates and this constant association tends to develop the humane elements of their character. They are ready at all times to contribute to the happiness of these afflicted children.

In the schools for the deaf the teachers soon become accustomed to the speech of their pupils so that they understand nearly all that they say, although a stranger might experience much difficulty in conversing with some of them. Likewise some of the children may understand all that their teachers say, but may not be able to read the lips of strangers. This being true the teacher's best method of testing the results of her work in articulation and lip reading is to observe the ease or difficulty with which her pupils converse with strangers. The state superintendent has appointed committees in different cities maintaining deaf schools, whose duties are to visit the schools and converse with the children, as the teacher may suggest. It is hoped that all who read the above will feel free to visit these schools and talk to the deaf children.

Co-operation of the Public.

With the hearty coöperation of school boards, superintendents, principals and teachers, and all interested in the education of the deaf, together with the liberal provisions which the state has made for the maintenance of these schools and the compulsory attendance law, the continued success of the day school system is assured. It is hoped that any one who knows of a deaf child, who is not under instruction, will notify the city superintendent, county superintendent, or the state superintendent, giving the name and address of the father.

Following are the individual histories of each of the day schools for the deaf that have been organized in Wisconsin. Several of these schools have been discontinued for various reasons.

NOTE.—These local histories have been censored by the State Printing Board and certain portions have been stricken out.

MILWAUKEE PUBLIC SCHOOLS.

SCHOOL FOR THE DEAF.

HISTORY.

It was through the efforts of the Phonological Instituté, a philanthropic society having for its object the spread of the oral method of educating the deaf, that the legislature of Wisconsin, in 1885, passed a law by which day schools for the deaf might be established in incorporated cities and villages as part of the public school system, with limited state aid. At that time this aid amounted to one hundred dollars per capita, but since has been increased to one hundred fifty dollars.

In the fall of 1885, the small private school of eleven pupils, supported by the fostering care of the Phonological Institute was adopted by the Milwaukee Board of Education as a city charge with Paul Binner appointed as principal.

Paul Binner was the son of a Lutheran minister and was a student all his life, studying Greek at the age of four. By natural inclination and disposition he became a teacher, first in a parochial school, and later a teacher of German in the Milwaukee public schools.

During his leisure hours he studied elocution and the correction of speech defects. It was in this capacity that the members of the Phonological Institute were attracted to him, and decided that he was the man most eminently fitted to take up the work with the deaf. Being work for which he felt himself well fitted, he accepted the offer without much delay. However, before he took up the work with the deaf he went East and studied the methods employed in the best schools for the deaf in this country.

In 1887, the Phonological Society sent him to Europe where he carefully compared the methods employed there with those employed in this country.

This training, added to his natural ability as a teacher, fitted him to place the school upon a high plane, and the results obtained were highly commented upon by the best educators of the deaf in this country.

It was only a brief period of ten years that Mr. Binner was permitted to continue his work, for in the year 1895 he resigned owing to ill health. In January, 1896, he died, leaving behind him those that bless him for the free and noble spirit that breathed with quickening power upon the educational life of those associated with him; for the large mind and loving heart for the children, and the special tenderness for the backward and afflicted. May the spirit of strength and the beauty of his Christlike service still be manifest in every soul associated with the work he promulgated.

RESUME OF THE GROWTH OF THE SYSTEM.

After experimenting a year and failing to get a man fitted to take Mr. Binner's place, they decided to try a woman.

Frances Wettstein, having been Mr. Binner's first assistant, was chosen to take charge of the school.

From an ungraded school in 1896, the work in the school has been fully systematized.

METHOD.

Although the law of Wisconsin gives perfect freedom in methods of instruction, the Board of Education decided upon an exclusive use of the pure oral method in which all signs and the manual alphabet are discarded, as the means of instruction.

After devoting a few years to the special study of speech and speech reading, the regular course of instruction in the public schools is followed in the upper grades, the work differing very little from that of hearing pupils. After completing the course, many are prepared to continue their education in the high schools with pupils who hear.

KINDERGARTEN.

Acknowledging the importance of early training for the deaf if the impulse for speech is to be retained, the state of Wisconsin has set no school age limit. Children may enter school at the age of three.

As the habit of speech should be formed, the training given varies somewhat from that given in a kindergarten for hearing children. Considerable time is devoted to sense training endeavoring to make the deaf child susceptible to receive sound

impressions through the medium of the tactile nerves, substituting these impressions for those ordinarily received through the ear.

All kinds of exercises are given to train the sense of touch, for it is by means of this sense mainly that pupils are taught to speak. The other senses are not neglected, for it is upon the sense of sight that pupils are dependent in order to understand others or to gain the power of lip reading. As the deaf often have a little latent hearing which is invaluable when utilized,



Kindergarten and primary grades in the Milwaukee School for the Deaf.

auricular training is given to fully determine whether such latent hearing exists, and to make pupils distinguish between sounds wherever any hearing is found. The games and occupations are adapted to fit the needs of the deaf.

THE GRADES.

From the kindergarten the pupils are carried through the grades where the course of instruction employed in the common schools is followed. The methods of instruction vary but little from those employed in hearing schools with the exception of the language work which has been fully systematized,



Intermediate and upper grades in the Milwaukee School for the Deaf.



Eighth grade in the Milwaukee Day School for the Deaf.

PHYSICAL TRAINING.

The school enjoys the advantages of a fully equipped gymnasium and pupils receive their physical training by a specialist. Wherever any curable physical defects occur, pupils are given special corrective exercises and treatment.



Physical Culture Class in the Milwaukee School for the Deaf.

MANUAL TRAINING.

In 1897, the state appropriation which had been one hundred dollars per capita was raised to one hundred twenty-five, and in 1899, again raised to one hundred fifty to enable the schools to introduce manual training; consequently a trained manual training teacher was employed to take charge of all the construction work and the woodwork with the boys. The regular class teachers have charge of the sewing. The girls in the seventh and eighth grades attend the regular classes in domestic science with hearing girls, and the boys in the fifth and sixth grades attend the classes with seventh and eighth grade hearing boys, continuing with the work assigned for the high schools in the seventh and eighth grades.

HIGH SCHOOL.

After graduating from the grades, pupils, as a rule, are able to attend the high school with hearing children.

A special teacher is employed to give the deaf such assistance as is needed owing to their defect. Often pupils become so independent that they need only very little or no special attention towards the end of their course.



Class in the High School Department of the Milwaukee Day School for the Deaf.

TRADE SCHOOLS.

Those who are less gifted intellectually or who are dependent upon self-support at an early age, may attend the trade schools. The boys may choose any of the trades taught from which they are not barred owing to their deafness—such as carpentry and joinery, or cabinet-making and inside finishing, pattern-making, and architectural draughting.

The girls may take up any of the courses taught at the Girls' Trade School—either dressmaking, millinery or domestic science.

Again, here, as at the high school, a special teacher who gives the deaf the needed attention is employed. As the trade schools broaden out and give hearing boys and girls greater opportunities for varied occupations, the deaf too will benefit by whatever may be done for the hearing.

Regarding vocational training, the fundamental principle underlying the education of the deaf is this: If you wish to fit a child so that he is able to communicate with hearing people after he leaves school, you must give him an opportunity to mingle with the hearing while he is being trained. While at school, he mingles with other deaf children and his teachers try to understand him and endeavor to feel the peculiar needs of the deaf.

It stands to reason that when he is suddenly thrown among hearing people without any assistance, it is as though he were thrown into the sea, and told to swim without any previous instruction.

The deaf are sensitive and have little self-confidence; they become discouraged and give up, or they go to a factory where they can learn to run a machine without special help. But this will make a talented boy or girl dissatisfied and unhappy later in life.

Germany, Norway and Denmark have recognized the fact that if you wish the deaf to be happy in hearing communities you must train them and throw them in contact with hearing people, and let them learn a trade with the hearing. They must have all the practice they possibly can at lip reading and speech; and, while they are still in school and in touch with the teacher, they must gain the self-confidence that is essential to success in life.

Acknowledging the soundness of this principle, Milwaukee has followed the example of these countries, and, instead of establishing separate industrial departments for the deaf, has employed special teachers at the high schools and trade schools, not only to give the deaf extra assistance, but, primarily, to help them gain self-confidence and to tide them over the period of timidity. Gradually, as pupils gain the power and confidence that they can do what others do, the special help is withdrawn.

The boy graduates from the school have become skilled mechanics, draughtsmen, patternmakers, cabinetmakers, jewelers, upholsterers, engravers, designers and a few are employed in offices.

The girls have taken up dressmaking, millinery, domestic science which has fitted them for work in the home, and some have done office work.

Of the thirty-one graduates 23 attended higher schools of learning; 10 went to high school 5 graduating; 2 to the State University; 5 to different colleges; 4 to business college and 4 to trade schools. Others who were 16 years of age and whose parents were dependent upon the children for support attended the trade schools.

PARENTS' ASSOCIATION.

Although parents and friends are welcome at all times, several days in the year are especially set aside as "Parents' Days" and parents and friends of the pupils are invited to visit the school.

The object of these meetings is to acquaint parents with the methods employed, and to establish a closer relation between parents and teachers.

LADIES' AID SOCIETY.

The ladies of the Phonological Institute have ever been "fairy godmothers", providing the destitute with clothing and other things that may be needed.

NEW BUILDING.

Recently six rooms have been added to the building erected in 1903.

It comprises fifteen classrooms, a recitation and drawing room, a manual training room, the principal's office, and assembly room, which also is equipped to serve as a children's lunch room, a library, a teachers' rest room, a dining room, a kitchen, a bathroom, and play rooms. The city was lavish in providing beautiful furniture, and through the munificence of patrons of the school the rooms were decorated and embellished with pictures, casts, plants and other ornaments.

NORMAL DEPARTMENT.

A normal department which has for its purpose the training of oral teachers for schools for the deaf, is connected with the school.

COURSE OF INSTRUCTION.

The course of instruction extends over a period of one year divided into two semesters.

First Semester.

I. Psychology is taken at the State Normal School. Special observation in child study is required. Papers regarding attention, perception, imitation, reasoning power, judgment, and environment of pupils are written by students and discussed in class.

Books on psychological subjects are read.

II. History of the education of the deaf: Development of different methods and methods in use at the present time are

studied and books on the history of the education of the deaf are read.

III. The anatomy, physiology, and hygiene of the organs of speech and hearing are studied and the physical condition of each child is observed.

IV. Acoustics and the general laws of sound: The art of breathing and the different methods of vocal culture are studied. Ear training with reference to musical tones is taken up and books on sound and vocal culture are read.

Second Semester.

I. Science of the elements of speech: The use of the Binner chart, the Bell chart, and the Yale chart is studied. Ear training with reference to the elements is given. Aids to speech reading are studied.

Articulation of the class as a whole and of the individual pupil is observed. A thesis on articulation is required in which the following must be taken into consideration: Steps of procedure, preparatory exercises, intelligibility, smoothness of voice, fluency, accent or poise, phrasing, modulation, speech reading, and work with the semi-deaf and those with defective speech.

Books on articulation and lip reading are read.

II. Special pedagogy for the deaf is taken up.

Exercises for the training of the sense of sight, including form, size, surface, number, color, etc., touch, including form, size, surface, texture, weight, vibrations of the guitar, as well as rhythmic vibrations of the piano are given. Auricular training, including—how to test hearing, and how to make use of sound perception—and muscular training, including—development of the muscles of all parts of the body, rhythm work, fancy steps and drills are taken up. The latter is given by a specialist.

The students go to the State Normal School to observe the kindergarten games. Their adaptation to the deaf, and the other work of the teachers with the pupils are discussed in class. Then the students take the games with the deaf children.

Special observation, and writing of plans of language work in all the grades is demanded. Miss Barry's system is studied.

In conversation exercises, special attention is paid to spontaneity, letters, and current events. The different ways of conducting the reproduction of stories, both oral and written, are observed and taught.

Language drills and grammatical drill exercises, the Warren Robinson's bracket system, and composition, including work to develop memory, judgment, reasoning, power of independent expression, and creative ability are observed, discussed, and given in practice work.

A thesis on language and one on sense training are required. Special study is made of how to interest the pupils in reading. Textbook, supplementary, and home reading are taken up.

Devices and methods of teaching preparatory geography and history are discussed and observed.

Preparatory work in arithmetic, covering the development of the first idea of number, special arithmetic language, and the consecutive steps through the four rules, is taken up.

Practice Work.

Throughout the year students are required to teach at least one period each day under the supervision of the principal or the class teacher. Plans for this work are written once a week.

Requirements of Applicants.

Applicants entering the Normal Department of the school for the deaf shall be required to hold a Milwaukee city certificate or a first grade certificate, and in addition to this shall have had two years' experience in teaching, or shall have completed one year of the advanced course of a state normal school.

The membership of the class shall be determined by the superintendent of schools and the principal of the school.

Eligible persons wishing to enter are requested to send applications stating age, condition of health, education, experience in teaching, and recommendations, with picture of self, to the principal of the School for the Deaf, Milwaukee, Wisconsin.

LA CROSSE.

The day school for the deaf of La Crosse was organized and opened in January, 1887.

The day school movement was still in its infancy. Before this time pupils were sent to an institution or were instructed at home.

At last, through the efforts of Judge Cameron and his wife, who had a deaf boy, and Mr. Powers, who also had a little deaf

boy, the school board was convinced of the necessity and practicability of a day school for the deaf children of La Crosse.

In January, 1887, with two or three pupils, Miss Rella Parker opened the school in a little house on the corner of Division and 7th streets. Before the close of the school year, several other parents with deaf children, desirous of having their children taught to speak, brought them to this school.

In 1896 the school was discontinued. Most of the pupils were sent to the state institution. One pupil was sent into the regular schools, but was unable to keep up her work there. Her studies were continued at home with the help of teachers from the hearing schools. Another pupil, after finishing his course at the institution for the deaf, went to Gallaudet college, the only college for the deaf in the world, and later took up work at the University of Wisconsin. He is now head of the agricultural department of the Mississippi Institution for the deaf. Two of the girls who, after this school was disbanded, went to Delavan are now teaching there. A brother of one of these girls is a cabinetmaker in Milwaukee. Another pupil is a successful carpenter in Sioux Falls, South Dakota, and another drives a U. S. mail wagon in La Crosse. Another is a prosperous farmer near Westby, while another one works in the La Crosse Laundry. Two of the former pupils have died. Several have married and others are assisting with the housework in their own homes. They do beautiful needlework and china painting. One of these girls has made several trips to Chicago and when there, finds her way about the city alone. In 1899, two years after the school was closed, Mrs. Wartinbee and several others, desirous of having their children at home, and instructed by the oral method, asked the school board to allow the school to be reopened. They consented, provided enough pupils were found to warrant hiring a teacher. A sufficient number of pupils was found, and Miss Margaret Maywood was appointed to take charge of the school.

The school is now located in a well lighted room, on the first floor of the Washburn school (where it has been for a number of years). The school is fairly well equipped. All supplies, books, stationery are provided by the city.

The course of study of the La Crosse city schools is followed as nearly as possible. The hours of instruction are the same as for the hearing children, as well as the intermissions, and the children play and take part in all the games of the school.

One of the older boys takes his manual training work with the boys of the 6th grade. And one of the smallest children goes to the kindergarten (which is in the same building) for kindergarten games.

The supervisors of drawing and calisthenics of the city schools, also supervise the work of the deaf children.

The pupils, after completing their work in this school, have taken up various occupations. One boy is now taking a corre-



The pupils and teacher of the La Crosse Day School for the Deaf on their annual picnic in one of the city parks.

spendence course in architecture, and helps support himself by doing odd jobs. One of the girls is at present apprenticed in a millinery store, and expects eventually to earn her living, trimming hats. She completed the course in cooking and sewing in the city schools, and also learned to use the typewriter. Another girl moved with her parents to St. Paul, where she took up china painting and does very nicely at it. The other girls who left the school are helping with the housework in their respective homes. The rest of the boys are working, and if not entirely, are at least partially, self-supporting.

In all, about fifty deaf children have attended this school. Two of the children who were only partially deaf, after they had some work in articulation and lip reading, were able to go back into their hearing classes.

There are six pupils in the school at present, four are boys and two are girls. With the exception of one who has a cleft palate, all are totally deaf. Their ages vary from 5 to 12 years.

JULIA L. DEAN.

NEILLSVILLE.

The Neillsville day school for the deaf was organized in September, 1898, at the request of parents who had children that were without speech and hearing and consequently without any opportunity for education at home.

Mrs. Elizabeth H. Irish of the Milwaukee school, who organized the school after a thorough canvas of Clark county and the surrounding counties, opened the school in a little room of an old residence, as there was no suitable room ready in the public school buildings. Two parents assisted with the finances of the school, besides what the school board contributed and advanced. A year later a room was fitted up in the high school where the day school remained until it was closed.

Citizens and school board were both most generous in lending their moral and financial support to the work.

The attendance increased from five pupils the first year, to twelve the fifth year, when an assistant teacher was employed.

All the common branches were taught, and drawing, weaving, basket and mat making, embroidery and a small amount of cooking were taught to the older girls.

The school closed in June, 1905. The conditions at Neillsville were such that only the most active and persistent interest on the part of the teachers could keep the attendance large enough to justify the continuance of the work. After careful consideration of the whole proposition, and the repeated refusal on the part of the applicants to attempt the work, the school board and others interested decided not to reopen the school. With one exception the children were sent to other schools for the deaf.

MRS. ELIZABETH H. IRISH.

WAUSAU.

The day school for the deaf at Wausau was organized September 8, 1890. The school opened with seven pupils. In January, 1895, the attendance increased and an assistant was appointed. In September, 1896, school opened with twelve pupils in attendance, two of whom were adults who had not attended school in childhood.

Other day schools opening in neighboring cities took some of our nonresident pupils, so the attendance averaged about seven or eight for several years.



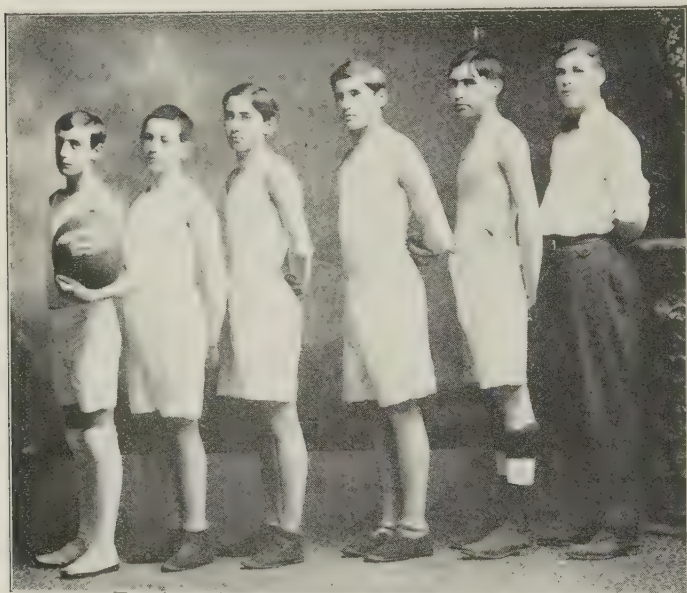
James Kearns, of the Wausau School for Deaf, in the manual training room. The table in front of him is his work.

Our school is comfortably located in one of the public school buildings in which we have a manual training department where our boys receive instruction. We receive our share of supplies and services of special drawing, cooking, and sewing teachers. We are a part of the Wausau school system in every way. Both teachers and pupils in our building have been of wonderful assistance in making the deaf children happy and independent.

The deaf children play with hearing children on the playground. One boy belongs to the football and basketball teams.

The spirit of kindness is always foremost for our school and pupils, from superintendent of schools, board of education, and individual citizens. They respond promptly, cheerfully and generously on all occasions concerning the welfare of our deaf.

The number of graduates is not as large as we would wish it



The basketball team of the Washington School in Wausau. James Kearns, marked (X), is a member of the School for the Deaf.

to be owing to the fact that our people in the past hesitated sending their children young and very often took them out when large enough to work. We have reason to believe now, that conditions are improving in this respect and that in the future parents will see that it is for the child's interest to remain in school until he finishes. Our boys and girls who have left school are in most cases self-supporting in some measure, as other members of their families are.

Miss Etta R. Gault is at present principal of the school.

MARGARET HURLEY.

MANITOWOC.

When, about seven years after the passage of the bill relating to the instruction of deaf mutes in incorporated cities and villages, the establishment of a day school for the deaf was brought to the notice of parents of deaf children in the city of Manitowoc, they did all in their power to second the efforts of Mrs. Jennie Bright Holden, the organizer and first principal of the school which was opened in the spring of 1893.

Just as the proximity of home and school led to intelligent coöperation for child welfare, so it was thought constant association with hearing children would accustom the deaf child to the society in which he was to live in the future, and rooms in a public school, the Luling School, were put to use:

Partial co-education with hearing children proved feasible, not only promoting the happiness of deaf pupils but economizing the time of the special teacher.

For a while the school flourished for there were enough deaf children of school age right in the city to necessitate such a school. Then, as pupils dropped out, died, or moved away from town, the "highways and byways" were searched for deaf children. They were brought from some distance and consequently had to be boarded in families not related to pupils, their board being paid from the school fund. The payment of board for three of five pupils, the purchase of necessary books and equipment, and the rent of room, made conditions such that the school was discontinued in June, 1901. Four of five pupils, namely, Alma Ehmke, Theodore Erickson, Clarence Hanson and Herbert Huchthausen, enrolled in the state deaf school in September of that year.

MATENA TOLLEFSON, Principal.

SHEBOYGAN.

The Sheboygan Day School for the Deaf was organized and opened in October, 1894, without the consent of the State Board of Control.

Mrs. Dr. Lyke (then Miss Ray Kribbs), who had just finished her training at Milwaukee, consented to come to Sheboygan and open a school, without a guaranteed salary.

With five pupils she opened her school in a little building used as a school library, with practically no conveniences for teaching.

As this school was somewhat of an experiment, people from all over came to visit it, and its progress was closely watched by those opposing the establishment of the day school, with state aid.

Through the kind interest and influence of Mr. Spencer of Milwaukee, Dr. Bell, and the board of education of the city, the school flourished. And in 1895 the State Board of Control gave its consent to the establishment of a school, and it became a part of the city school system.



The School for the Deaf at Sheboygan. The doll house shown in the picture was made and furnished by the pupils.

The school had a struggle for existence in its infancy, and on its success hung the fate of any of the Wisconsin schools which might apply for state recognition.

The school had now nine pupils and an assistant was employed. After giving the school ten years of valuable service, Mrs. Lyke resigned, to organize a similar school in California.

In September, 1904, the number of its pupils increased to thirteen. A manual training department was added to the city school system. The deaf boys entered the classes with the other boys, thus receiving the benefit of the special instruction.

At present there are nine pupils attending this school. There are five boys and four girls. The children's ages vary from five

to fifteen years. Four pupils are totally deaf, two have slight hearing, and the other two hear when spoken to very loudly.

The school is located in a pleasant room in one of the ward school buildings. The children have their intermissions at the same time with the hearing pupils. They enter the games of the other children and are considered one with them.

The children are permitted to draw books from the public library.

The course of study planned for the city schools is followed as closely as possible. The work in physical training, manual training, drawing, sewing and cooking is supervised by the special teachers of the city schools.

At present there is only one child boarding in the city.

Of the children who have left this school, and who are of suitable age, all are self-supporting. One boy, now 28 years of age, is an expert tailor in the largest clothing establishment of this city. Another boy is a messenger for a telegraph company. One of the girls who finished here is sewing in Minneapolis for \$2.00 per day. Some of the others are working in factories.

Considerable interest has been taken in the school by the people of the city and a most kindly feeling exists for the children and the work.

JULIA L. DEAN.

OSHKOSH.

A few years after the first day school for the deaf was established in Milwaukee, Oshkosh saw the necessity of starting a deaf school. She had among her children about a dozen who were deaf, and the parents of these asked that there might be a school established. Formerly these children had been excluded from all schools. You can imagine the happiness that was brought into the homes when it was found that the state was supporting local schools for these afflicted children.

Mr. Spencer, who had done a great deal to bring about the enactment of the law, visited Oshkosh and explained the law to those who were interested. Mr. Bell, who was in Wisconsin at this time in the interests of the deaf, came to Oshkosh and explained the oral method of teaching to the people. This was something unheard of to the great majority of the people who

were most vitally interested, and they welcomed the advent of such a school with open arms. Steps were taken at once to start a school. This was in the year 1895.

As the older pupils completed the course they dropped out one by one and in 1903 there were but six pupils attending. From this time until December, 1911, the growth of the school was very marked; the number of pupils increased from six to fourteen. An assistant was employed most of the time.

When the deaf school was started there was no vacant school-room in the city. In order to get as near the center of the town as possible, a room was secured in the old library building; this was fitted out for the school. Here they remained for two years. Then a new library took the place of the old one and it was necessary to find a new location for the deaf school. A room was secured in the Dale school. They moved in and remained for the next three years. The new high school being completed had a vacant room, which was equipped for the deaf school. This was a pleasant, well ventilated front room and all the surroundings were what they should be for a deaf school; but, to the regret of all concerned, it was found necessary for the school to be again transferred to the Dale school. Here they had the use of a pleasant little room but the furnishings were poor. However, through the efforts of the teacher, new desks, a clock, a teacher's desk, and a bookcase were purchased during the next two years. These, together with a few pretty plants and an aquarium, added greatly to the appearance of the room. In 1909, the Dale school was to be remodeled and the deaf school again seemed to be the one that was easiest to move. The Beach House adjoining the high school was rented and two comfortable rooms fitted up with the furnishings that had been purchased the previous year. The children were happy here for two years when another move became imperative; this time over on the east side to the Washington school, where they occupied a comfortable room on the third floor. This is where the school is located at the present time. This was regretted by all, as the location was not central. They are in hopes that a permanent location in a new building, centrally located, may soon be their lot.

A library was started at the school about four years ago and at present contains about one hundred volumes. Two beautiful pictures have been purchased to adorn the walls. Among the

essential things that have been bought for the school are a globe, and nature study cabinet.

The Ladies' Relief Corps has always been interested in the school, and has presented two beautiful flags.

All of the pupils who entered school when it was first started have completed the grades and have entered upon their life's work. Among the boys, many of them have learned trades, one being a carpenter, one a printer, and another a cigar maker. Among the girls, dressmaking seems to be the chosen vocation for those who have not become their own housekeepers. Several of these older pupils have called upon the writer, and, though strangers, proved themselves excellent lip readers.

At present there are eleven pupils in the school: Lewis La Pine, Willie Weber, Herbert Larsen, Walter Abraham, Harry Wilson, Josephine La Pine, Walter Pugh, Grace McCormick, Alexander Schoerman, and Marguerite Crump. All the pupils, with one exception, are residents of the city.

Everything possible is done for the pleasure and advancement of the pupils. Every year they enjoy a bountifully laden Christmas tree. The holidays and birthdays are always observed in some simple way that affords the pupils a great deal of pleasure. In pleasant weather, trips are made into the country and to the nearby cities. On several occasions they have spent the day with the pupils of the Fond du Lac school. These trips are always looked forward to with great pleasure and they are not disappointed.

Most of the pupils live about two miles from the school, but despite this fact, the attendance is good. Some of the pupils make use of the street cars in coming to and going from school. Their ages range from six to thirteen years. They are bright, active pupils and are capable of doing nearly everything that hearing children can do, even to using the telephone. One day as I was entering the room, a small boy about ten years of age, being alone, thought it a good opportunity to try the telephone. As I stood in the doorway I saw him take down the receiver and scream into the phone: "Ice tream, five cents! ice tream, five cents!" Then he saw me and that ended the message. Upon questioning him, he informed me that his father got ice cream by ordering it over the phone so he thought he could do the same thing.

Oshkosh has always been proud of her deaf school, and the boys and girls that have gone out into the world have proven themselves good men and women. We hope that the school's future will be as bright as its past.

ANNA NUGENT.

MARINETTE.

The Marinette school was organized in September, 1895, and opened with four pupils. Miss Frances Ellis was the first teacher. Another pupil was admitted during the year but only four were in actual attendance. During the first year the school was conducted in a small room in the rear of a store, but this location was not very desirable. The second year it was moved to another vacant store which was only a small improvement over the first. The third year two small rooms in a dwelling house were rented for the school and this proved to be a comfortable arrangement. For three years the work continued in these rooms. During the five years there was but one pupil whose home was outside of Marinette.

Our school has eight pupils, the youngest being seven years and the oldest seventeen years. The school is an interesting one and the children bright and ambitious. The two older boys work during the summer vacations and at various employments after school during the school year. One has done work in a sawmill and the other janitor work in one of the churches, besides carrying papers, sawing wood, etc. The older boy sometimes earns as much as \$10 a month during out of school hours at work of this kind. Three of the pupils of the school are Marinette children, three are from Peshtigo and two from Coleman. We are pleasantly located in a large sunny room in one of the graded school buildings and are very happy together. The community seems to be interested in the children and the visitors are numerous.

KATHARINE F. REED.

FOND DU LAC.

The school for the deaf in the city of Fond du Lac was organized in the year 1895 by Miss Margaret M. Sullivan, now deceased. In this undertaking she was greatly aided by the sup-

port of Mr. J. B. Bechaud of this city. Mr. Bechaud, having a deaf son and being anxious to do everything in his power for the boy, visited different institutions for the deaf, among them the day school for the deaf in Milwaukee. Recognizing immediately the advantages of the day school, he, upon his return to this city, at once took steps to bring about the organization of a similar school here. The school board and city superintendent responded very kindly when their support was requested and entered enthusiastically into the undertaking.

The school was opened with an enrollment of five pupils, Miss Anna Sullivan being employed as first instructor. Miss Sullivan continued as sole instructor until 1901, when the increased enrollment demanded a second teacher.

Looking back over the years that have passed since the organization of the school and viewing the results accomplished, I feel that the Fond du Lac teachers may feel that they have not labored in vain. Louis Bechaud, one of the first pupils enrolled in the school, has been for several years employed in the Fond du Lac Bottling Works; Ellis Stacy and Ambrose Castonia are both employed as cutters in the M. D. Wells Shoe Factory; Gertrude Gerhart is a competent housekeeper and Anna Mertens is employed as maker in a millinery establishment.

While in our language work we follow Miss Wettstein's language plan, we conform as closely as possible to the course of study of the public schools.

In June of 1910, two boys, Elmer Schlicher and Harold Libbey, both totally deaf, were graduated from the eighth grade. They did the same work that was required of the hearing pupils of that grade and passed the same examinations. One of these boys, Elmer Schlicher, has been deaf since he was six years old, but has, nevertheless, completed the eight grades in nine years, the same period of time required for a hearing child. Both these boys are now doing high school work.

The girls are taught to do plain sewing and the boys are taught manual training. Special rooms have been equipped for manual training and domestic science, and much more efficient work along these lines is now being done than heretofore.

AGNES SULLIVAN.

EAU CLAIRE.

The Eau Claire oral day school for the deaf is one of the pioneer schools of its kind in the state of Wisconsin, having been organized in September, 1895.

At that time the oral method of teaching the deaf was new to the majority of people and few had any knowledge of the deaf as a class or of the methods used in their instruction.

During the summer of 1894 the Phonological Society of Milwaukee sent Miss Jennie Bright to visit the larger cities of the state in order to interest people in the day school movement and to organize schools in all cities that had at least five deaf children. Each superintendent in such city was asked to send one experienced teacher to the training school which was connected with the Milwaukee day school for the deaf in order that she might fit herself to open a school for the deaf children in her home town.

At that time the board of control exercised supervisory control over the day schools but now these schools have become a part of the public school system of the state and have a special supervisor to attend to their interests.

In 1897 the school had an enrollment of eight pupils and in 1898 eleven pupils reported which made the employment of an assistant imperative.

There has been a steady growth in numbers and equipment down to the present time when the pupils number thirty-four and the faculty consists of Miss Jennie C. Smith, the principal, and four assistants.

So well known did the Eau Claire school become that it counted among its pupils, children from several of the neighboring counties. Many of these children belonged to poor families residing in the country districts. In many cases, the parents were unable to support their children away from home and the amount per capita allowed by the state law was not sufficient to meet the running expenses of the school and pay for the maintenance of these nonresident children. Miss Smith took her classes with her and gave actual demonstrations of her work in the meetings of the various county boards. By this means, appropriations were secured which enabled the poor children to be educated. Eau Claire, Pierce, and St. Croix counties gave liberally to this

cause for several years until the present law made such assistance unnecessary by providing a sum sufficient for the running expenses of the school and for the support of nonresident children, as well.

Nine assistant teachers have gone from the Eau Claire school to fill more responsible positions in other schools in this state. Two others are teaching in the West.

All the pupils who have reached the age of nine years are given the advantages of domestic science and manual training courses in the public school. The pupils are taught to be independent and self-reliant and when they leave school are well fitted to take their places in the busy world of which they are a part. Several have worked in shoe factories, one is a bookkeeper, three of the girls are married, two of the boys are farmers, and one is working in a restaurant.

The religious training of the pupils is not neglected. Sunday school classes have been formed in the Protestant and Catholic churches. These classes are instructed by teachers from the deaf school.

The aim of the school has ever been a high one. Its teachers have been devoted to the best interests of the children; and have always worked for the betterment of their physical, mental, and moral condition.

JENNIE C. SMITH.

APPLETON.

The Appleton Day School for the Deaf was organized in September, 1896, by Miss Hannah I. Gardner. The surrounding territory had been canvassed the preceding June by Miss Margaret Sullivan accompanied by Miss Gardner. The expense of this canvassing was borne by the Phonological Institute.

During the first year the school had only five pupils, none of whom had been to any school before. Two of these were boarded in town at the personal expense of the teacher. This expense continued during the first five years. Appleton had then and still has a district system of school. The city board, called the Board of Education, took upon itself the duty of hiring the teacher of the deaf, but the board had no money and her salary was not paid till the following year, when the money was paid

out of the state treasury. At the end of the first year the common council agreed to advance the money monthly. Until three years ago the teacher's salary was not definitely stated in her contract because there was no city school money to supply the deficiency if the state aid was not sufficient.

While the city of Appleton has not, until lately, been financially responsible for the school for the deaf, the attitude of the community has been most friendly. The teacher of the deaf has never been considered an outsider, nor even a special teacher, but always as one of the regular faculty of the school. The kindly attitude of the community is clearly shown by an incident which occurred a few years ago. The four boys of the school needed manual training. The high school teacher of manual training was willing to take them as a special class at very low rates. The common council was asked to furnish the money, sixty dollars. At the same meeting it was proposed to send one of the city officials to a certain convention and pay his expenses, sixty dollars. The deaf boys were given the preference.

Two years ago manual training was introduced into the second district schools, in one of which, the school for the deaf is located. The deaf boys are taught this branch by their own teacher, under the supervision of the special teacher. The girls are taught sewing.

About thirty children have attended the Appleton school for the deaf. Some of these have attended the public or parochial schools either before or after attending the deaf school. Some have attended other schools for the deaf. Some have had all of their education in this school. Others have attended only long enough for the teacher to find out that they are not eligible to a school for the deaf.

HANNAH I. GARDNER.

GREEN BAY.

The oral day school for deaf children was established in Green Bay by Miss Margaret Sullivan in September, 1897, with an enrollment of eight pupils. The board of education thought it well to put this school under the special charge of one member of the board who would confer with the teachers on all points of interest and advancement of the school. Mr. Arthur Du-

chateau was appointed to this position and from then to the present time, with the exception of about two years, during which Mr. Duchateau was not a member of the board, he conscientiously filled this position.

In 1902 the school was located in the East Side high school building and when a larger room was needed to accommodate the pupils, a large room was fitted up for them in an addition which was being built to the Whitney school. In a few years



The Day School for the Deaf at Green Bay.

this room was not large enough and another room was fitted up in the same building. At present the twenty-five children are taught by four teachers in two large rooms, this being the best that the board of education can do for the school at present.

The deaf children have the advantage of taking work under any special city teacher when Miss Flatley, the principal, feels that it is an advantage to the child. The physical culture director in the city schools teaches the deaf children as he does any hearing class and with equal success. Three of the larger boys took manual training and mechanical drawing with the hearing children but entered the class one grade lower, so that the sixth grade deaf boys worked side by side with the seventh grade hearing boys. They proved themselves capable of doing the work



A drawing class in the Green Bay School.



A sewing class in the Green Bay School.

fully as well. One deaf boy averaged second highest in the class, receiving an average of 97 for his year's work. The other two boys averaged well with the hearing children. Both were above 90. The boys will be given the advantage of the trade school next year. The girls are taught sewing and show a great interest and ability in their work. They will also be able to take domestic science next year. The school is fully equipped with everything the principal feels is practical and a help to the education of the child.

The attitude of the entire board of education is shown in providing that in 1913 the school for the deaf shall be located in a new building to be erected on the corner of Madison and Mason streets. In this new building this department will have five modern rooms, four classrooms and an assembly hall, in which nothing will be spared to make the children happy and comfortable and every effort made to give them the best and most practical education possible.

M. STELLA FLATLEY.

SUPERIOR.

In the year 1897 Mr. T. B. Mills took up the matter of the organization of a day school for the deaf and made a canvass of the city to ascertain how many pupils there were who would take advantage of such a school.

On September 1st, 1897, the school was organized in the high school building with eight pupils enrolled. The growth during that year justified the employment of another teacher at the beginning of the second year. The school has been moved several times, and is now located in the old Blaine building.

The public has at all times taken a lively interest in the welfare of the school. Thousands of people have visited it and have expressed their appreciation of the work it was doing.

Of those pupils who have completed the course, mention may be made of the following: Arsene J. Morneau, who is now employed as operator of a typesetting machine in one of the large newspaper offices; Sigrid Carlson and Carl Carlson, both of whom have mastered the bookbinders' trade, securing good wages in that line of work; Carl Arneson, who is employed as a typesetter in one of the large job printing offices. All of these people

did their apprenticeship work while attending school and during vacations. The attendance during the past year has averaged seven pupils. A number of the pupils have come from the surrounding country as far south as Rice Lake and as far east as Iron River.



A class in the Superior Day School for the Deaf.

That this school has done a splendid work during its existence will be vouched for by all of its enthusiastic friends in this part of Wisconsin.

BLACK RIVER FALLS.

In 1897 the city council of Black River Falls voted to establish a school for the deaf in this city, and on September 13th of the same year such a school was opened. At this time a new high school building was being erected, and when it was completed one room was set aside for the use of the school for the deaf. In this building the school has been provided with comfortable quarters ever since.

One man who was instrumental in securing a school for this city was R. W. Capen, the father of a deaf boy who was attend-

ing an institution for the deaf. Naturally, he was delighted with the prospect of having his son at home. Some of the children who came from farms nearby came from poor families. Mr. Capen opened his home to several of these, making it possible for them to be in school and still be near enough to their homes so that they could see their parents occasionally.

In October, 1905, several pupils who had formerly attended the day school at Neillsville were transferred to this school making it necessary to secure the services of a second teacher. There were fourteen pupils enrolled at that time. Ten of these lived in Jackson county and the remaining four lived in neighboring counties.

Through the passage of the bill providing for board of non-resident pupils, the school was supplied with sufficient funds to provide equipments of which it has been in much need. One corner of the schoolroom was fitted up for manual training. The school at this time also purchased a sewing machine and regular lessons were given in manual training and sewing.

In January, 1911, a room was fitted up for cooking. The girls took this up with much interest and were allowed to put each lesson into practice in the homes where they stayed. Since then domestic science has been put into the city schools and the girls, accompanied by a teacher, now attend the regular cooking classes and do the same work as the hearing girls. During this same year manual training has been taken up and the boys will now enter the classes with the hearing boys.

The school now has everything needed in the line of equipment. At the present time there are ten pupils enrolled, all of whom are bright and capable children. It is an interesting fact that this school has among its pupils two Winnebago boys who are capable of holding their own among the white children. All of these children live in Jackson county, so near to the school that their parents can see their children occasionally during the year as well as visit the school.

The people of the city have shown a kindly interest in the school and have helped it in many ways. The physicians have donated their services when necessary. The ladies of the committee, recently appointed to visit the school and converse with the children, have manifested their interest in the work and their willingness to do all in their power to help the children.

TILLIE WALDEN.

STEVENS POINT.

The day school for the deaf was first established in Stevens Point by Miss Gertrude Van Adestein in September, 1897. At that time there were five deaf pupils residing in the city, for whose benefit the class was organized. Miss Van Adestein conducted the school four years with exceptional success. Owing to the very small attendance the school was closed the following two years.

In September, 1905, the school was reorganized, beginning the year with six pupils, which number was soon increased to nine in regular attendance and one other for special work.

Owing to the frequent change of teachers and lack of funds sufficient to supply all needs, the school was put somewhat to a disadvantage for several years. The city of Stevens Point has generously supplied the financial deficiency from year to year and in 1908 Portage county answered an appeal for help by a very liberal contribution. This difficulty has been removed since the passage of the bill providing for the payment of board of non-resident pupils. We now have a well established school with an enrollment of eleven pupils, only two of whom reside in the city.

The peculiar difficulty arising is the question of the home life of the children while attending the school. This problem we feel has been well met and the children are supplied with good home life and are contented and happy after they once become acquainted with the new surroundings. The school has been removed to a large pleasant room in the first ward on the west side of the city and new furniture and other necessities liberally supplied for the comfort and advancement of the pupils in attendance. A graduate of the Pennsylvania oral school acted as assistant during the year 1910-11.

The board of education has shown a most friendly interest in the school, especially so the past year, and are doing all they can to make it a credit to the city and to the state which supports it. Domestic science, including cooking and sewing is a special feature of the school work. A special room has been well equipped for work in domestic science for this school, and we are at the present time enjoying a most pleasant and prosperous year.

ELLEN MAC NEES.

ASHLAND.

The school for the deaf at Ashland occupies one of the best rooms in the high school building. It has had an enrollment this year of eight girls and seven boys. The deaf children enjoy every advantage that hearing pupils in the building enjoy. They associate with them in gymnasium, shop, sewing, and cooking classes every day, and while there enjoy and grasp most of what is going on around them.

Of these fifteen pupils only four are residents of Ashland. The state appropriation for board of nonresident pupils is a great benefit here, as not any of the parents are able to pay the board of their children. If it were not for this appropriation the school could not be maintained here.

Everything is being done to make the children practical and self-supporting. During the holidays of this school year the girls had a sale of fancy articles they had made, in one of the down town stores, and cleared about twelve dollars.

This school was organized by Miss Katherine Moriarty in September, 1898. She was a graduate of the Milwaukee Training School and had heard there were deaf children in and about Ashland, who were not in school. The city gave her a room in one of the ward school buildings and she received the state aid and used it. She remained until June, 1901, and had an enrollment of nine or ten pupils. The city then took over the school and has managed it successfully since.

MARGARET CLOWRY.

OCONTO.

The school for the deaf in Oconto was organized by Miss Katherine Murphy in the fall of 1898 and continued only one year. There were seven children enrolled.

When Miss Murphy gave up her position no one was found to take her place and it was necessary to close the school.

SPARTA.

The school for the deaf at Sparta, Wis., was organized September 4, 1899, through the efforts of Mr. Chas. Millard and the teacher, Miss Hulda Rudolph. Mr. Millard was especially interested in such an enterprise because of the fact that his little daughter was deaf. During the first year the following pupils were enrolled: Mabel Millard, Nona Cass, Martin Johnson, and Ralph Doane of Sparta, and Agnes Hegge of Westby, Wis.

During the year 1901-1902 there were twelve children enrolled and an assistant was employed.

The school did not resume work in the fall of 1909, owing to the fact that two of the six pupils planned on going to Delavan, and one boy who had been in the school for correction of defective speech had been sent back to the hearing grades.

CHARLOTTE SHERMER.

RACINE.

The Racine day school for the deaf was organized in October, 1900. The school was first opened in a vacant store building but was soon transferred to the Jefferson school building. At first there were six pupils in attendance. The school had so grown by 1905 that a second teacher was engaged. At this time, owing to the crowded condition of the Jefferson school, this department was moved to the Garfield building and in September, 1907, to the McMynn building, this being the most centrally located for children coming from all parts of the city.

The following is the enrollment of pupils from 1908 to 1912, inclusive:

Year	Enrollment
1908-1909.....	25
1909-1910.....	18
1910-1911.....	13
1911-1912.....	16

The Racine school for the deaf is very nicely equipped for work. It has a library of about three hundred and fifty volumes, ten very fine, large pictures, a piano, a buffet of toys, models for still life drawing, and a sewing machine.

Aside from the articulation and language work, the course outlined for the public schools is followed. A great deal of attention has been given to industrial work during the past two years. The public schools have a very fine course in domestic science, manual training and drawing and the pupils from the deaf school take this work with the hearing grades. The principals and teachers of domestic science, manual training, and drawing have been very ready to give the extra attention needed by the deaf pupils in these classes. Much work in raffia, reed basketry, etc., has been done. The girls have done much sewing, and a workbench and tools in the room is expected soon for the boys to use in addition to their regular manual training work.

Superintendent Nelson has always been greatly interested in the work of the deaf and is planning to have the older boys take work in the trade school recently organized.

In addition to the regular rhythm work, the pupils go up to the auditorium every Friday morning, with the hearing grades, for the folk games and dances given by the special teacher. Sometimes at the general school programs the deaf children give one of the dances, thus showing that they can contribute their share to the success of the program.

The pupils have received much pleasure and encouragement from visitors interested in the work. A number of the boys who have finished school are employed in the different factories of the city.

BESSIE M. EVERHARD.

RIHINELANDER.

The school for the deaf in this city was established in 1902, two months before the close of the school year, with an enrollment of seven pupils. Miss Gussie H. Greener was the first teacher. She was a graduate of Gallaudet College, Washington, D. C. Miss Greener had charge of the school the next year but was succeeded in the fall of 1903 by Miss Ethel Marchant. At the close of the school year in 1904 the enrollment was so small that the school board decided to discontinue the school.

WAUPACA.

The school for the deaf at Waupaca was opened in the middle of the school year 1905-1906 and continued until June of that year. Miss Jessie Banford of Michigan had charge of the school for the brief period of its existence. At the request of the inspector of deaf schools the school was discontinued and transferred to New London.

CAROLINE H. ARCHIBALD.

NEW LONDON.

The New London day school for the deaf was organized in August, 1906, with an enrollment of nine pupils. Much interest in the work has been manifested by the community from the first and the most kindly treatment has been accorded the school. Sewing has been taught from the very first and cooking and manual training, including bench work, have been added to the regular work of the school. At the present time the enrollment consists of three boys and six girls.

CAROLINE H. ARCHIBALD.

PLATTEVILLE.

The history of the Platteville day school for the deaf covers a period of but a little more than six years and hence it may be classed among the newer of the Wisconsin day schools.

Through the efforts of Miss Anna E. Schaffer, former state inspector of schools for the deaf, and Superintendent O. E. Gray of the Platteville public schools, this school was organized in January, 1906. The board of education provided the school with a comfortable room in one of the grade school buildings. Shortly before this time, Mr. Peter Lynch, of Darlington, the father of a deaf child, had been in correspondence with Miss Schaffer in regard to the organization of a school in Darlington. This was found to be impossible as there was only the one deaf child residing there. Miss Schaffer then came to Platteville and with Mr. Gray visited the parents of deaf children, telling them

that a school for the instruction of the deaf would be organized in the city. The idea met with the hearty approval of the parents, removing, as it did, the necessity of sending the children away from home for an education. Five children were found who were eligible for admission to the school. Mr. Lynch and his family moved to Platteville so that the child might receive instruction. Two deaf boys living in the vicinity of Platteville were also enrolled in the school, making a total enrollment of eight.



Deaf boys playing with hearing boys on the school playground at Platteville.
Those marked (X) are deaf.

Only a few of the pupils were able to talk at the time the school was opened and so the teacher's task was not an easy one. The school opened the following September with a larger enrollment than it had had the previous year, the number having increased to fifteen. This necessitated having an additional teacher. The following September the enrollment of the school was smaller, several families having moved away during the summer. In the Christmas vacation of that year, one little girl was taken ill with diphtheria and died. The school then numbered eight. There are now eleven children in the school, seven boys and four girls.

Besides the regular branches, the children are taught manual training and domestic science. The boys have shop work with

a class of hearing boys under the direction of the regular teacher of manual training. The school has its own equipment for domestic science. The girls are taught sewing and cooking. On one occasion the girls in cooking prepared a luncheon to which the members of the school board were invited. Much credit is also due to the board of education for the attitude they have always taken toward the school. They have ever shown a spirit of willingness to do all in their power to make the school a success. They have given the school a room in one of the grade buildings and have equipped it in a first class manner. Many



Class in cooking in the Platteville School for the Deaf.

of the citizens have also shown a kindly interest. On several occasions they have given the children much pleasure by remembering them with treats of various kinds.

MATIE B. GAMBLE.

BLOOMINGTON.

The day school for the deaf in Bloomington was established in the spring of 1906. This school was organized through the efforts of Mr. Robt. Bohringer of Bloomington, Wisconsin. Mr. Bohringer is the father of two deaf children and, desiring to keep them at home, set about to establish a school in his home town.

The country was thoroughly canvassed and six deaf children were found. These children having been found in the early spring, it was thought best to begin the school at once so that no time should be lost in the fall. During the second year two pupils who had previously attended the hearing school with little or no success in learning, enrolled, bringing the total registration to eight. After three years' work in the school for the deaf, these last two pupils mentioned were considered sufficiently proficient at lip reading to return to the school for hearing,



The Bloomington Day School for the Deaf.

where they are now doing the same work as hearing pupils of the same grade. The school now numbers four boys and four girls.

One of the influences which has not a little to do with making the school a success is the public spirit of interest which the people of Bloomington have continually shown. The same feeling of confidence is made apparent by the number of people of partial deafness who have taken advantage of the school to learn lip reading.

RUBY E. MORRIS.

ANTIGO.

Eva Bacon was born in Antigo, December 2nd, 1900. At the age of two years, before speech was acquired, she became deaf as a result of scarlet fever and measles. The parents tried in every possible way to have hearing restored but to no avail. They then made every effort to keep her as much like a hearing child as they could and made signs to her very little. When Eva was five years of age her mother was confronted with the problem of placing her little daughter in school. One day, a young man who roomed at their house, handed Mrs. Bacon a newspaper which he explained contained an article of interest to her. It was an Oshkosh paper with an interesting account of the day school for the deaf in that city. Immediately interested in the idea of having her child learn to read lips and speak, she wrote the teacher in charge of the Oshkosh school, who sent the letter to Miss Anna Schaffer, inspector of the day schools at that time. A letter from Miss Schaffer was published in the Antigo Daily Journal. It explained how to establish a school (the number of pupils needed, etc.). The Journal requested parents having a deaf child or semi-deaf child needing special instruction to leave their names at the office of the Journal. Seven parents responded. Mrs. Bacon then visited all of the schools where she heard there were defective children and subsequently, enough children were found and a school was organized September 10, 1906. Little Eva, so eager to learn, entered the first day.

During the first year there were fifteen pupils in regular attendance.

Among the children who first attended the school were a number from the country who were obliged to withdraw because their parents were unable to bring them to school and could not afford to pay their board in the city. Two boys, one in his teens, deaf and with scarcely any speech, were pitiful cases. These boys lived five miles from the city. The parents were anxious to have them in school but were not willing to have them sent away from home. When in 1909 after the legislature had generously voted an appropriation for transportation and board, the teacher went to the home of these two boys to tell them about it, the mother wept tears of joy. In all this teacher's experience with deaf children she never saw two human beings unfold as did

these two brothers. School became to them the bright spot in their lives. They wept when Saturday came. It was their greatest joy when they learned to write. They were turned from children on the borderland of feeble-mindedness to children well on their way to being self-supporting citizens. They have developed skill in handwork, even sewing. The teacher found three other children in the same neighborhood, and employed a man to drive after them every morning. They were always at the gate waiting for him, so eager were they to get to school where they had the first real companions they had ever had. When they reached home they told their mothers every-



Handwork in the Antigo School for the Deaf.

thing they had learned during the day. In this way these children had the privileges and joys of the normal boy and girl.

The second year a sewing machine was purchased for the school and the older children learned to make their own clothes. In the fall of 1908 a piano was added to this department for rhythm work. At the same time manual training and domestic science were put into the city schools. In these classes the deaf were able to join the hearing. With the help of the piano all of the totally deaf learned to beat time to any piece of music, immediately recognizing a change in the time when the pianist played different selections. They also learned to speak the words of songs in perfect time to the music and so were able to enjoy "America" and all the songs the hearing learn at school. They learned to

march, dance, swing clubs, and do wand drills as well as hearing people. It can easily be seen what an opening this was to a deaf child, how things he had seen others do and did not understand now were among his life experiences also.

The Antigo school is still in its infancy, having been organized only a little over five years.

PEARL TOMPKINS.

RICE LAKE.

The Rice Lake school for the deaf was organized in 1907 through the combined efforts of Mr. and Mrs. Benjamin Droock who have a deaf daughter, and Miss Anna E. Schaffer, former inspector of deaf schools. Many trips were made into the country to find children who would be eligible. The school opened in September, 1907, with but four children enrolled, Mr. Droock promising to pay \$150 if a fifth child could not be found. However in about a month after the school opened two more children entered and the school year closed with an enrollment of seven. The first year the large back hallway of one of the ward buildings served as the schoolroom for the little deaf people. The second year a very pleasant room in the county training school building was obtained and the average attendance for the year was seven. The third year the school increased to 14 in number.

In September, 1909, the school opened with an enrollment of nine but during the fall it decreased to seven on account of the death of two pupils. In 1910 the average enrollment was eight. In November of this year Miss Fulton attended the State Teachers' Convention which was held in Milwaukee and took with her little Sarah Droock, one of her pupils, who was to appear on the program of the special education section. Sarah made a very creditable showing and was well received by all who heard her.

This year in addition to the regular work which has been followed the boys go to the high school for manual training while the girls are taught sewing. The average enrollment for the year up to March 1st, 1912, has been seven, four of whom are boarding children. Two of our boys aged fifteen and seventeen, respectively, work after school hours and on Saturdays sawing, chopping, and piling wood and in this way are earning part of their expenses.

FAYE KINGSBURY.

MADISON.

The Madison school for the deaf was organized September, 1908.

The school opened with an enrollment of seven pupils. In September of 1909 this number was increased to nine, and in the fall of 1910 the number had increased to twelve, when it became necessary to have an assistant teacher.

In 1908 Lester Brophy of Oregon, Wis., a congenitally deaf child entered the fifth grade of our school. Up to this time he had been taught by his mother, (who used the oral method), with the exception of one year which he spent in the St. Francis School for the Deaf.

In June, 1911, he graduated from the eighth-grade at the age of fifteen years. He then entered the Oregon High School and is now attending the same, being enrolled in the regular course, and is carrying the work without any special help. The principal writes that his standings are among the highest in his class and that his work is entirely satisfactory in every way.

In the fall of 1911 the school opened with an enrollment of fourteen.

The Madison school for the deaf aided greatly in the passage of Bill No. 247, A., which provided for the payment of board of nonresident pupils in the day school for the deaf. Before the bill came up for discussion on the floor of the assembly and senate many of the assemblymen and senators visited the school personally and observed for themselves the work that was being done by our deaf pupils. For the benefit of the legislators who could not get the time and opportunity of visiting our school and seeing it in regular session a class demonstration was given in the State Capitol by the Principal, Miss Matild Flatley. Thus the members of the committee had an opportunity of seeing for themselves what work was being done in the Day Schools for the Deaf and as a result the bill was readily passed and went into effect in 1909.

A great deal of credit must be given to the Board of Education for the strong support and active interest taken in this school since its organization.

IRENE FLATLEY.

WHAT CITY SUPERINTENDENTS AND OTHER EDUCATORS HAVE TO SAY OF THE DAY SCHOOLS FOR THE DEAF.

Nine years of supervision and constant observation of our Day School for the Deaf has thoroughly convinced me not only of the utility and value of such schools as they are organized in Wisconsin but that this method of educating these poor unfortunates is vastly preferable in most cases to institutional schools. The progress the children make in the acquisition of the elementary branches—Reading, Writing, Arithmetic, Language, Geography, Drawing, etc., is nothing short of marvelous. Besides this many of the children learn to articulate and talk sufficiently to make themselves understood and all of them quickly learn “lip reading” so thoroughly that they can understand readily all that is said to them. Living under the loving care of their own homes and associating more or less with normal children tends to keep them cheerful and happy and does not develop the unfortunate class consciousness that must be the case where such children are gathered into an institution. Our little Deaf school is the happiest and most joyous schoolroom in the city.

G. H. LANDGRAF,
Superintendent of Schools, Marinette, Wis.

* * *

The Day School for the Deaf in the city of Sheboygan was among the first of its kind started in the state of Wisconsin and has been maintained without interruption to the present time. That a discussion as to whether or not these schools are a necessity and that they contribute efficiently to the benefit of the unfortunate children who are afflicted with deafness, should have ever occurred is a matter of surprise to all who are intimately acquainted and associated with them. They need no one to defend them to-day. The results achieved will speak for their right to exist.

From the standpoint of our city, this school has been a success from the beginning. This does not mean that all pupils have attained that which it is desirable they should achieve in their school life, nor all that which those in charge had hoped for in many cases. It is certain, however, that the pupils taught

here have received a practical education without sacrificing the influence of love and guidance of the home. If for no other reason than that the deaf can be educated by the home and the school together, the Day Schools for the Deaf are justified. The school earnestly strives to meet the practical needs of its pupils in the line of scholarship, social life and definite usefulness in the community in which they are to live.

The children in the Day School have the further advantage of associating with the children of the hearing school and thus are kept in touch with the people with whom they are to associate and with whom they are to make a livelihood in later life. It is a pleasure to notice that our deaf children are playing with the others on the school playgrounds and are taking part in all the games, and it is a further pleasure to see that the hearing children make it their business to assist those in their play who are handicapped by their misfortune.

There is no doubt that the Day Schools for the deaf in the state of Wisconsin are thoroughly established and that they should remain a permanent factor in the educational system of the state. No community that has any deaf in its vicinity should fail to lend its assistance in pointing out the way where deaf children, and children with defective hearing and speech can receive an education, without the making of great sacrifices on the part of parents. The state is doing more than many people are aware of and it remains the duty of all who know to do the necessary missionary work so that none of the deaf may lose the opportunity of getting that to which they are justly entitled.

H. F. LEVERENZ,

City Superintendent, Sheboygan, Wis.

* * *

The Day Schools for the Deaf in Wisconsin have justified the contention of those who labored to establish them and who maintained that they are a necessary part of the public school system.

The proper place for children is in a home of the normal type. The ideal condition is a child in its own home loved and cared for by its own mother. The best substitute for this is an adopted home.

Deaf children are best prepared for life by living in contact with normal children and in the midst of the real conditions of life. This develops an independence, an assertiveness, that cannot be obtained otherwise. I have seen the splendid development

of a large number of boys and girls in our day schools. The smallness of the group makes it almost a second home. The teachers in these schools, as I have seen them, are a splendid class of women. The heart touch between teacher and pupil is more complete than in any other of the schools I have known.

Much of the method used in our Day Schools for the Deaf could well be adopted by teachers in the regular schools. There is a concreteness of methods that brings the child to a knowledge of things first hand. I have always found the communities in which these schools are located the most ardent supporters of them. Parents whose children are pupils in them are enthusiastically loyal. These schools have been established long enough and maintained in a large enough number of places to prove that they are a satisfactory institution in our state.

M. N. McIVER,
Superintendent of Schools, Oshkosh, Wis.

* * *

For twelve years I have been studying these schools with a great deal of interest. I have seen pupils enter the Superior school as little children, have watched their progress through several years and have seen them go out from the school as young men and women to compete with hearing people. They have been and are to-day making good.

I am impressed that it means much for a child to be able to go to school and at the same time be surrounded every day by the same conditions and the same people that will surround him when he is in competition with them for his daily bread. It also means much to him, it seems to me, to be able every day to have the wise counsel and loving companionship of those most interested in him and thus most capable of training him in these important duties and privileges that the home alone can provide. It therefore not only seems unnecessary but a positive misfortune to break the ties of home when they are most tender in order to prepare the child for the requirements of our complex life.

During the twelve years of its existence the Superior school has had large-hearted, conscientious and competent teachers whose work has been characterized by a deep sympathetic interest in the individual child.

I have no hesitancy in saying that the Day School for the Deaf in Wisconsin is a wise provision and a competent institution.

W. E. MADDOCK,
Superintendent of Schools, Superior, Wis.

* * *

I consider the work which is being done in the Milwaukee school for the deaf as of the very highest value. No similar school of which I have any knowledge is better organized or is doing more efficient work.

By the organization of schools like this one in Milwaukee, children afflicted with deafness are enabled to remain in their homes, members of families, to grow up under the family influences and to mingle day by day with hearing people who make up the most of every community. They are spared the necessity of growing up a class apart, separate in interest and by method of communicating ideas, from the hearing members of the community. This privilege is a tremendous advantage to the children suffering from this misfortune and, if generally used, would go far to counteract the tendency pointed out a generation ago by Dr. Alexander Graham Bell toward the formation of a deaf variety of the human race.

C. G. PEARSE,
Superintendent of Schools, Milwaukee, Wis.

* * *

Deaf children, as well as those who hear, must spend their lives, not among human beings who communicate with one another by means of signs, but among those whose conversation is carried on by means of the vocal organs. It is of the utmost importance then to the deaf child that he learn to read the lips as early in life as possible. No more important aid to the deaf children in school can be had than daily association with those of their own age with whom they can communicate *only by means of oral speech*. The necessity is constantly upon them to read the lips and to use their own vocal organs in conveying ideas to others. Much of this incentive is lost when the deaf are segregated in schools containing large numbers of nonspeaking children. The small day school for the deaf, closely allied with the public school, has in this respect an immense advantage over an institution.

It is a great advantage to a deaf child to feel that he is a part of the social life of the community. That he is amenable to all

the laws, both social, moral, and political, to which other people are. By constant association with the hearing children he learns to think as they do, to act as they do, and to talk very much as they do, and becomes in thought and in fact an integral part of the community life. He does not get the notion that he is singularly different from the rest of humanity. The unutterable loneliness of the stranger in a foreign land does not throw its chilling shadow over his life. By daily mingling with world life the deaf child becomes fitted to take his part in that life, to meet its responsibilities and to bear his share of its burdens.

The nearness of the Day Schools for the Deaf to the homes of the children enables the pupils to be more frequently with their relatives and makes it possible for their parents to be in daily communication with them if it be desired. The parents take a deeper interest in the school which they may frequently visit than in one which is far away. The fact that the Day Schools for the Deaf are scattered about over the state creates a more widespread and deeper interest in the education of these unfortunate children than would be aroused by a larger but more remote institution. It helps the public to see the possibilities of helping the unfortunate at their own door, and arouses that sympathy for the unfortunates which helps to make better citizens of all.

S. B. TOBEY,
Superintendent of Schools, Wausau, Wis.

* * *

The Wisconsin system of public day schools for the deaf meets more perfectly the needs of the deaf than any other existing provision or any that can be devised. It not only obviates the necessity of violating home ties and affections by moving children to institutions, thus dwarfing the filial sentiments, but it keeps the child in normal relations to the associations and conditions of the life which he is to live, thus promoting his efficiency and value as a member of the community and enhancing his happiness.

R. C. SPENCER,
Milwaukee, Wis.

* * *

After a tour of inspection of the Day Schools for the Deaf in this state in 1898, Dr. Bell said in an address in Milwaukee: "Wisconsin has startled America with her progress relating to

the education of the deaf and it now becomes the duty of all the prominent instructors of the deaf to come and see what you are doing. Other states are beginning to follow your lead. Wisconsin to-day represents the most progressive movement in the education of the deaf that has appeared in this country. It is therefore with very great interest that I have come to Wisconsin to see with my own eyes the practical results of the Wisconsin system of educating the deaf. I cannot express to this audience what pleasure I have had in my visit to your Milwaukee day school. You are doing good work there. It is delightful to see little children who would otherwise be dumb, talking, if not so well as other children, still so that their friends and relatives may understand them at home, and they can understand, by watching the mouth, what people say to them."

The following was taken from a pamphlet published in 1905 by Hon. R. C. Spencer of Milwaukee:

"Formation of a Deaf-Mute Variety of the Human Race."—In 1883 Dr. Bell presented to the National Academy of Sciences a paper entitled "*Formation of a Deaf-Mute Variety of the Human Race*," in which he proves, that by heredity, environment, and segregating the deaf in institutions, and by teaching them a language different from the people, the congenitally deaf intermarry, and produce deaf offspring, thereby forming a deaf and dumb variety of the human race. He shows that by this policy and these causes congenitally deaf and dumb have increased more rapidly than any other defective class. In the Wisconsin System of Public Day Schools and the oral method for the deaf Dr. Bell finds the most practical remedy for these sad results of the institution method of dealing with and educating the deaf. Dr. Bell holds that the best school for a deaf child is one in which he never sees another deaf person. He pronounces the Wisconsin system of small public day schools by the oral method, scattered throughout the state, in cities and villages, convenient to the homes of deaf children, the most important movement of the century for the benefit of the deaf.

WHAT THE DAY SCHOOLS FOR THE DEAF HAVE
MEANT TO SOME OF THE PARENTS OF CHILDREN
WHO HAVE BEEN BENEFITED BY THESE SCHOOLS.

To the People of the State of Wisconsin:

I wish to say a few words in regard to the day school for the deaf in the town of Bloomington, Wisconsin. I am the father of two deaf boys who are attending this school. They have made great progress and can now read and write and figure better than some of the hearing children that began school at the same time. They can talk so that most any one can understand them, which means much to them.



Mr. Bohringer's boys on their way home from school. Their home is on a farm about two miles from Bloomington.

Our school in the village of Bloomington was established in March, 1906, and its enrollment has been from five to eight pupils, who are all making a great success in their work, especially in speech. The school work for 1911 was awarded the first prize at the Bloomington fair in competition with hearing schools and the high school. This shows what our day school for the deaf can do. But the most important feature of all is that we know every night how our children are for they are at home. If they are sick we can care for them. I think that the day school is the most important school in existence, for poor little, afflicted children should be with their mothers at home, since mother's

love and care mean very much to them. Then why not bring the deaf school to the children and not the children to the school? I wish every man and woman in the state of Wisconsin would stop and consider these few lines and we will then have more day schools for the deaf and blind in our state.

Now with reference to manual training in our schools. I must say that my experience and observation lead me to believe that the farm is the place for the deaf man and woman. There they can make a success financially and otherwise just as hearing people do. So give your deaf children farm training and they will become self-supporting. Here is where the day school for the deaf has its great advantage. You can move to a farm close to the school where the children will be able to live at home while receiving their education. In this way they will be able to receive their farm training in addition to the school work. My boys do chores night and morning and on Saturdays are at work in the field. They are as good farmers as are the hearing boys in our neighborhood. And no better domestic science can be found for the girl than in her mother's kitchen, provided the mother is a good housekeeper.

My advice to all fathers and mothers who have deaf children is that these children be sent to a day school if there is one in your vicinity. If not, get together the deaf in your village or in the immediate vicinity and have a school of your own. It requires only five or six children to warrant the establishment of such a school. I must say that our day school is a blessing to the few little girls and boys who can live at home with their parents while they are receiving their education in the day school.

ROBT. BOHRINGER,

A great friend of the day school for the deaf, Bloomington, Wis.

* * *

I am very thankful for the opportunity of expressing myself on the results of our school for the deaf. It was in the year 1905 when I endeavored to establish the school and after considerable soliciting and correspondence I was able, with my little deaf girl then four years of age, to find the required number of pupils to warrant the establishment of the school. This school has since grown to a class of fifteen. My little girl now talks, writes and reads very well and is equally advanced in other

studies of the school. Words can not express my fullest appreciation of what the school has been to me. My sincere thanks are extended to the school, its instructors and to all who have contributed to its success.

MRS. CHARLES BACON,
Antigo, Wis.



Eva Bacon about whom the movement for the establishment of the Antigo School for the Deaf centered.

* * *

My little daughter, Marie Winifred Kammerer, is in regular attendance at the McMynn school department for the deaf, Racine, Wis. She is as far advanced in the grammar department as any normal child, and her needlework would reflect credit on any one years her senior.

I have kept in personal touch with the school and its teachers, familiarizing myself with the subjects taught and the methods of teaching, in order to supplement school work at home, and I think my coöperation with Marie's teachers has greatly facilitated her progress. I should like to suggest that each mother take the same active interest in the conduct of this school, and manifest that interest by visiting the class frequently as I have done.

I am most happy in the knowledge that Marie is growing into an educated and accomplished womanhood.

MARY K. KAMMERER,
Racine, Wis.

* * *

Sarah Droock was born November 25, 1900, at St. Paul, Minnesota, and moved with her parents to Rice Lake, Wisconsin, in 1901. When she was at the age of one year and six months she could say a few words, such as "mamma," "papa," etc. Three



Sarah Droock at the age of 6 years.

months later she was scalded with boiling water. From the effects of this she was ill for three months. Soon after her recovery from this burn she had a severe attack of tonsillitis, which lasted about a month. Recovering from this she spoke only the few words she did previous to her burn. We noticed

that she had not learned any new words after her illness and by watching her closely discovered that she was deaf. We at once consulted specialists and were advised by all of them that they could do nothing for her.

Realizing that there was no hope for a cure, we immediately commenced planning to send her to a school for the deaf. We could scarcely bear the thought of sending her away from home and besides that, did not care to have her obtain her education in



Sarah Droock at the age of 9 years.

the sign language. Finally we began to consider the plan of securing a day school for the deaf in our own city. After spending considerable time we succeeded in securing a school for Rice Lake.

MRS. B. DROOCK,
Rice Lake, Wis.

The accompanying cuts show Sarah as she was when school opened as she appeared in November, 1910, three years after she entered school. She speaks intelligibly and reads well. Although she does not hear, she has taken piano lessons and plays

nicely. She is perfectly happy in her home environment and enjoys meeting and conversing with hearing people.

* * *

It affords me great pleasure to give a brief statement of what it has meant to me to have a day school for the deaf in my city. There is no public institution that I regard as of more importance than our deaf school. When my daughter was seven years of age she could not hear a sound. I placed her under the instruction of Miss Jennie Smith. Now, at the age of nineteen years, she is ready to take up high school work, is able to converse in an intelligent manner, express herself clearly, and in addition to the regular school work has taken domestic science, manual training and the course of Bible study (the latter prepared for advanced pupils), in which her standing was 99. For two years she has been secretary of the Baptist Sunday School.

The manual training and domestic science instruction has been of great benefit as my daughter is now able to cook an excellent meal and serve it in a pleasing manner and does many kinds of needlework equally as well.

She was taught the lip movement word by word. The Christian and moral training has been of the best and has done much in moulding her sunny and unselfish disposition. The progress made in all lines of study taught has been wonderful as she thoroughly understands every study she has taken.

MRS. P. A. HACKETT,
Eau Claire, Wis.

* * *

I take great pleasure in recommending the day school for the deaf. Parents make no mistake when they place their deaf children in these schools.

Principal Miss Flatley [now Mrs. Ford] and her worthy assistant are entitled to *much* credit for the development of Lester's capabilities. He certainly did fine work in the three years he attended day school at Madiscn under their guidance. He is now in high school here at home and I am informed by his instructors that he is no trouble on account of his deafness and that his ability to read lips is marvelous; also that his standings are as good as any in the class. There are twenty-two pupils in his class, some as old, a few older than Lester. He is very much interested in school and we feel that he is doing good work.

MRS. J. P. BROPHY,
Oregon, Wis.

WHAT THE DAY SCHOOLS HAVE MEANT TO SOME OF
THEIR GRADUATES AND STUDENTS.

Oregon, Wisconsin, December 1st, 1911.

Mr. A. J. Winnie,

Madison, Wis.

My dear friend, Mr. Winnie:—I received your letter last Monday, asking for the photograph, which I sent Wednesday.

I love to go to the High School and it is not so hard as I expected. I hope to finish in three years.

My favorite studies are physical geography and algebra. The other studies are English, agriculture and arithmetic II.

Our Principal is so kind to us. He is very thorough. I am under three teachers, each one is very kind. My standings average from eighty-two to ninety on the report card.

We have twenty-two pupils, five of them just entered from the district school. They are comparatively young. The youngest one is twelve. My classmates were glad to see me come back again.

The Principal, who is also manager of the basket ball team, was glad to have me in the team through the graduation of veterans who finished last June.

LESTER BROPHY.

* * *

WHAT THE MILWAUKEE SCHOOL FOR THE DEAF HAS DONE FOR ME.

To say that I feel deeply indebted to the Milwaukee School for the Deaf is to state the actual fact in the case but mildly. No one except those who have been students there, has any conception of the wonderful work of this school. As I have not lived much of my life, being only sixteen, it is impossible to give you a complete picture of what this noble institution has done for me. But so far, and I am sure if I live to be eighty, that I shall make the same statement—this school has made my life one of contentment and happiness which could have come about in no other way.

This splendid institution has taught me to converse by reading the lips and developed and trained my voice, until now I can speak freely, and can be easily understood by those with

whom I talk. It has also enabled me to compete with the regular students in the high school. Not only have I been able to cope with the others, but I have ranked among the highest in every class.

By means of my eyes, I can "hear" so well that I keep many people ignorant of my deafness. This is even true with several of my teachers at the South Division High School, who had to be told of my handicap before they found out.



EMIL STERN.

I am able to do this by very carefully watching every movement of a person's lips and forming the words just as the reader does by letters and syllables. Thus my eyes make up to a great extent, what my ears lack.

Often I can "hear" better than the normal person. I can understand what one says or even whispers at another end of a room, can pick up conversations, though not perfectly, in any part of a street car, and can often see people swear to themselves in public.

With this priceless acquirement of "hearing" I can mingle in society with very little embarrassment, at least with much less, than those who "talk" only by means of their fingers, or in other words, who use the sign language. I can associate with normal or hearing people while they, only with those like themselves. Thus I think that they are unhappily bereft of the greatest pleasure in life, that is, to intermingle in society.

Looking ahead, my future life is not dismal and gloomy, as I feel that I am well fitted to take up higher education or to go out into the world. I wonder if I could do this had I learned the sign and finger language! Could I be able to cope with other normal students at any University? With the expert lip reading that the School for the Deaf has equipped me with, I have completed the South Division High School with an average of eighty-nine and surely, I can do the same at the University.

My highest ambition is to be a good Mechanical Engineer. I feel confident that my first inspiration and early training from the Deaf School will enable me to accomplish this ambition and attain success in life.

EMIL F. STERN,
West Allis.

* * *

Fond du Lac, Wis., May 26, 1912.

Mr. Winnie.

Dear Sir:—As I will write about my school life I only need to tell but a few facts concerning myself before I entered the School for the Deaf.

I was born in Fond du Lac, Wisconsin, in the year of 1895. I cannot but dimly recollect the words I used to hear, and the sounds of the words have almost entirely disappeared from my mind.

When four years old I attended kindergarten in the graded schools but when I was five years old I was obliged to leave on the account of sickness. This sickness soon developed into scarlet fever and diphtheria combined. I was confined to bed for several months, then I became deaf. When I grew better, and gained sufficient strength to walk I was sent to the School for the Deaf.

I cannot forget the first day at school. As I entered the room kind faces greeted me everywhere. The teachers talked to me for awhile and then set me to work; drawing pictures. I learned to write my name that day.

The next day I started to learn the vocabulary and lip reading. After that came reading, writing, and arithmetic. Oh! no—I do not claim to have been a model boy in school, for I was as mischevious as any boy in the school. After being at the school for a year a new pupil came, his name being Michael Harrer. Mikie and I became great chums in a very short time.

When I was about nine years old Miss Nugent left school to teach at the Oshkosh Deaf School. All the pupils regretted her going very much, because she was a very nice teacher. Her place was taken by Miss Ethel Marchant. Miss Marchant was a fine teacher but, she only staid one term. She was succeeded by Miss Pearl Tompkins. During Miss Tompkins' stay, I began my school work in the same manner they do in the graded schools. I took grammar, arithmetic, history, geography, reading and writing, besides manual training.

I remember one time when I told a lie in school. Mikie and I almost always ate our dinner at school. One noon when Mikie and I finished our lunch, and the teachers had not yet arrived, we began to fool around the building. While we were playing Mikie and I accidentally happened to break the door knob. We were very much perplexed and also very frightened. We were afraid that Miss Sullivan would give us a spanking (she never did) so Mikie and I invented a lie. He said: "Oh, now I know; let's tell Miss Sullivan that the knob came off while we tried to open the door." I agreed, and when Miss Sullivan came back we told her the lie. Somehow she did not believe us, and forced the truth out of me. When I confessed she went to the superintendent and told him what Mikie and I did. The superintendent promised Miss Sullivan to give us a horsewhipping, and that afternoon I lived in agony. Miss Tompkins pleaded with the superintendent not to punish us, so he let us off. After that Mikie and I never told a lie again. Sometimes I am led to believe that it was only a plot to scare me.

After staying with us for about two years, Miss Tompkins resigned her position to accept a better one at Antigo. Her place was taken by Miss Agnes Sullivan. When Miss Agnes Sullivan taught here I was preparing myself to enter high school. By that time Mikie moved to Minneapolis, Minnesota. I regretted his going because he was the only playmate I ever had. I did not have to regret long because a new pupil entered the school. His name is Harold Libbey. Harold and I became friends the first day we met.

After teaching school for a long time Miss Anna Sullivan resigned her position as principal of the deaf school to go to the state of Washington. She was responsible for my advancement in school work for the past years, and I was very sorry to see her go. Miss Agnes Sullivan took her place as the principal and Miss McCormick became assistant. In 1910 Harold and I finished eighth grade. In the following autumn we went to Milwaukee and entered the South Division high school. At first I was afraid that I would be a failure, but I soon discovered that I was just as smart or even smarter than some of the pupils. Miss Brennan and Miss O'Callahan were the teachers that accompanied me to class. I needed a teacher with me because sometimes I could not understand the other teachers so then the teacher with me would tell me what the other teacher said. I took up the following studies: English I, algebra, penmanship and spelling, and manual training. At the end of my freshman year I did not have to take examinations in algebra, English, and penmanship and spelling because my average in each study was over $84\frac{1}{4}\%$. In manual training my work was poor but I passed in the examinations.

During my school days in Milwaukee I learned many things: First, the Library and Museum gave me much knowledge of the world. Second, to take care of myself when alone in a strange city. Third, countless other things which I cannot remember. As the Milwaukee Public Library and Museum were but a short distance from where I boarded, I could go there any time of day.

After I finished my freshman year at the Milwaukee high school, I returned to my home in Fond du Lac. I did not return to Milwaukee the following autumn, but I entered the Fond du Lac high school instead. I took the following studies: English II, geometry, physiology, physical geography, and manual training. Miss Pierce helped me in my class work. I passed in all the examinations last semester, and I will pass again in every study this semester. My average in manual training here is greater than I had in Milwaukee. During the last part of this semester I go alone, without Miss Pierce, to high school. I get along just as well or better without anybody's help and I can prove it, too. When Miss Pierce was helping me my average in English was 80%, but since she went away my average rose to 85%. I am thankful to the high school teachers because they did what they could to help me. Miss Agnes Sullivan did her

best to place me in high school and did many other things for me, and I am very grateful. The teachers that taught me before are not forgotten and I thank them all.

ELMER SCHLICHER.

AN AUTOBIOGRAPHY, BY MARY HAGAN,

Mr. Winnie, our state inspector, wishes me to write an autobiography of my life—more especially of my life since graduating from one of the day schools for the deaf. First I must tell of my happy childhood before deafness came, then you will know why I so eagerly sought my rightful place in the hearing, speaking world.



MISS MARY HAGAN.

I was the first child born to my parents and the only daughter, therefore an idolized one. I remember as a child of always feeling happy and longing to help everybody, and that one longing has been satisfied, for I do help.

My dear good mother taught me every day the goodness in life. I watched her and grew to be like her.

When a child of five years I became nearly blind but sight was restored after a successful operation. I was so happy and thankful for that.

At six years of age I started in school. How I loved it from the very beginning, and it seems like I could go back to the dear old schoolroom now, and it would have its same inexpressible charm for me. I longed to be a teacher from earliest childhood, and though that ambition never was realized except for one short year, I feel as if my helpfulness has reached out and done good in other ways.

At about the age of nine years, I began to feel that something was wrong with my ears. Everything possible was done for me but I soon became totally deaf. I was in the third grade then and kept on with my work with the hearing children until I reached the seventh grade, trying to understand people. Finally it became so difficult I gave up speech entirely and learned signs. But my dear mother never used signs; she always had the patience to talk to me and gradually I began to watch her lips and to understand.

I began school again at the age of 16 years, in the fall of 1900. The day school for the deaf at Stevens Point was selected as I had an aunt living there and I could stay with her.

Miss Gertrude Van Adestine of Manawa was my first teacher. She was so good and kind to me and taught me lovingly my first insight into this wonderful way of teaching the deaf. She was my teacher for two years. Then she resigned and the school was discontinued. In 1905 it was reëstablished and Miss Blanche Argyle of Black River Falls, now Mrs. Fred Ball of Stevens Point, was selected as our teacher. My real uninterrupted work began with her. She was my kind, thoughtful friend always. My speech improved each day; my voice became expressive; my work progressed so thoroughly and rapidly that I finished the eighth grade work that year and took a few high school studies. During the following two summers I was hired by the school board to look up deaf children. Each parent was so pleased with my progress in the day school they were eager to have their children enter our school.

In 1907 I was hired to assist Miss Pearl Tompkins. Our school was large. I had classes in lip reading, spelling, arithmetic, and sewing, besides almost the entire work with one child who needed constant attention. I learned a great deal that year

and longed to continue the delightful work but other things were in store for me.

My natural talent was sewing. As my mother needed me at home, I spent my spare moments sewing for others. I soon had all I could do and so the days and weeks and years have rapidly sped. I visit the school and take the same keen interest in its progress and the advancement of each pupil.

I am now keeping house for my father and brothers. My mother having died a year ago, I feel it my duty to take her place in as much as I can. I miss her so much but the thoughts of her goodness and bravery keep me up and I sincerely hope I am doing just as she would have me do. I enjoy housework very much and I do all my own housework without help. I also have a very interesting girl boarding with me. I never had a sister and she just naturally fills the place for I always longed for one.

I have been urged many times by friends to reënter school and take up higher work. I would love to, but while mother lived she could not bear the thoughts of separation, and now that she is gone from me I want to take her place as she would have me do.

The day school for the deaf here at Stevens Point is progressing. We have at present eleven pupils with two trained teachers in charge. A special course in domestic science was introduced two years ago and it has proved successful. One of the rooms in the school building was turned into a kitchen and is furnished with a large kitchen cabinet, three tables, two oil stoves, and all cooking utensils. The school is provided with a sewing machine and excellent work is being done in sewing. The girls have made dresses, aprons, etc. I visited the school recently and while there six of the pupils were having a cooking lesson; cake making was the lesson. There were two boys in the class and they were as interested as the girls and enjoyed it fully as much. After the cakes were baked and cooled they were covered with whipped cream and each pupil had a piece. I must say I never ate more delicious cake. While there I gave the small children some lip reading in action work and they also wrote journals on the board for me. It was a great pleasure to do this for it brought back all of my school memories and my pet ambition to be a teacher.

However, I cling to school work and love it as much as ever and I am still striving to make our Stevens Point school a banner one.

MARY HAGAN.

I wish to say that after graduating from the school for the deaf I attended Rhende's Business College and Drafting School for three years. After graduating from the drafting department of that school I obtained a position with the Allis-Chalmers Company as tracer, which position I still hold.

In the six years I have been employed at said plant I have greatly bettered myself in every way. It is rather difficult for a person with my affliction to advance, and without a good education one thus afflicted is lost altogether in the shuffle.

I appreciate the schooling I got at the day school for the deaf at Milwaukee and can heartily recommend it.

CON C. STROMBERG,
Milwaukee, Wis.

* * *

NOTE.—The following is the autobiography of A. J. Morneau, of Superior, Wisconsin, who lost his hearing at the age of five years and who did not enter school until he was fourteen. He attended school for about eight years. No corrections have been made in his manuscript. He did not graduate from the school.

I was born in the year of 1883, in the town of Rice Lake, Barron county, Wisconsin. When I was five years old I lost my total hearing. The cause of my deafness was brain fever, and I did not have a chance to enter school until the first day school was started in Superior in the year about 1897, when I was 14 years old. It seems that it would be odd enough for me to be graduated at that time when I started to enter school at 14 years of age. I continued to enter the day school for eight or more years and the school did a great deal in helping me to get education, and now I am proud what I did in the school in Superior and thankful that the state started to put day school in the city of Superior where I could have a chance to attend school not far from home. When I first began to start to go to school I never thought that I would get better education as I have now. After a few years attending school I began reading in the newspaper and enjoy it much, but now I take a pleasure in reading all the home papers and some magazines. I never miss in reading a paper when it comes fresh from press.

Now I am glad that Miss Page and Miss Murray were my first teachers because they did a great deal in helping their pupils and

they were ambitious and took all their strength to teach their pupils and we did a great progress.

At times I had been very much discouraged and tried and studied hard until I got successful and now I am much thankful that I did not give up. When I got a little education Miss Page, my first teacher, thought that it would be good idea for me to work in printing shop as printer. I did so. In every morning before school and after school hours I began to learn to be printer. Afterwards I began to earn some money to help support myself while attending school.

When summer vacation came I went home and worked on railroad with my father and I saved some money, almost enough to help me to attend school all the year through. I have been work on railroad for three summers and after while my boss where I work now raised my salary which was much better than railroad. I worked in the printing shop steadily for two years. I left school because I had a good place to work, also it was hard for me to go to school to support myself and working in printing shop on same time.

I have been worked in different towns and get better wages until my hand was caught in press and crushed badly in St. Paul. I had to lay off for three months on account injured my hand, and I thought that I could never work in printing shop again. When I got well my old boss heard about me he called for me so I came to see him and almost could not set type, but I tried hard and now I can do as well as I did before. He kept me and gave me \$11.00 per week and it was very good for me. Whenever I go out on vacation for a few days and holidays he always pay me in full. I am much satisfy that amount save a small sum will be multiplied into large. I am glad that I work in printing shop because it is easy and can work all the time, in all kind of weather through all year and always get full pay here all the time.

This time of year we are very busy in printing three books for high school and normal school. I enjoy reading the stories from them while at work setting type.

I think the method of oral and lip reading are the best for the deaf people and it would save lots of trouble without lip reading. I have lots of friends and they understand what I talk about and I understand them as well. In the place where I board I always

talk to them and much interesting as hearing. I call myself a little actor in this place.

Last June I visited the school for deaf in this city and was much interesting and wish that I was one of the pupils and could learn much more and be a great man.

Now I own property in the city of Superior and I am taxpayer this year and joined lodge known as National Fraternal Society of the Deaf.

Mr. Winne, you are third inspector for the day school for the deaf since it was organized and it did well to the deaf people as well as the hearing in public school and I am glad that I went to day school and now I can talk two languages. I believe that it will do more interesting to the deaf people in near future.

It makes me think that Wisconsin is noted for day school. Thank Lord that I am product of Wisconsin where I went to the day school and what I did in the school also what the school did a great deal in helping me to get trade as printer. If day school did not start I should left in the world without education and stay home and work on farm as chore.

I want to thank once more for day school and I got a big prize from the day school.

* * *

Following are two letters written by Mrs. Reed, a totally deaf woman who married a deaf man. She was educated by the oral method. "Lydia", to whom she refers, is her little three year old daughter whose picture is herewith shown. What a comfort it must be to the mother to be able to talk to her baby and understand what she says to her.

314 Naymut Street,
Menasha, Wis.,
March 17, '12.

Hon. R. C. Spencer,
Milwaukee, Wis.

My dear Mr. Spencer.—I am sending you a photo of my little daughter, who, I hope, may have the pleasure of meeting you some day. The picture was taken last month, and is a very excellent likeness of her. She is quite big for her age, and wants to go back to the kindergarten when it is warm, but I think she is too young.

She continues to make fine progress in talking very plainly, but I have to watch her lip-motions all the time, and also to feel the vibrations of her voice, to see that she pronounces new words correctly, and also that she uses her voice, for at times she will just make the lip-motions to me, knowing as she does that I cannot hear her voice. And so at times I make believe that I can hear just a little, but she shakes her head sadly, and says, "No,



"LYDIA."

mamma, you cannot hear. I can hear." The doctor, who had not seen her for a long time, was amazed when of her own account she said very plainly to him, "These are my new shoes." When I am in doubt as to whether she says a certain word right, I have her say that word before a chance hearing caller.

I wish you could see Lydia talk, her face is most expressive, and her manners are so winsome. She is very dear to me, and a great blessing. I enjoy having her talk to me so much, and

when she climbs into my lap evenings, and says, "Mamma, please tell a story", I have to make up stories, and speak them well, too, for she has sharp ears.

With love to you from Lydia and her mother.

Affectionately yours,

HYPATIA BOYD REED.

* * *

April, 1912.

My dear Miss Wettstein:

At Dr. Bell's suggestion, I am now preparing an article along nearly the same lines as mentioned. This article will give all the details and so forth, but at present I will try to answer you in a general way. The reason Lydia talks so plainly is because I always talked plainly to her, and never used "baby-talk". My method in teaching her to talk, was much and still is like the method in use at your school, that is by watching her lip-motions and feeling her voice vibrations. She never lisped, she says her "s" very plainly, and to prove it I had her say words with "s" in them, before hearing persons, and they all assured me that she did not lisp. Long ago, my mother said that Lydia spoke very well for a small baby.

To-night, Lydia, as is her pretty custom, drew the rocking chair near the stove, and said, "Mamma, please sit down." Then she climbed into my lap and said, "Mamma, please tell story." "What story?" I ask. "Story of Bo Peep", she says after a pause. I tell it in my own way, adding things to it that will interest her. Afterwards she seems to hear some one, and she says, "Mamma, Frank (tenant upstairs) is coming down. I hear him. He is bringing up coal. Mamma coal for the stove. Frank is Mary's father. He is not my papa, my papa is with God. Papa played with me on the floor. Uncle Will was here Easter Sunday. He gave me candy. It is all gone. Mamma, did you eat it all up? Will he come again? He gave you carnations. They smell sweet. Smell them, mamma. I will go to Milwaukee on the train. The train is over town", etc. She has some very sweet mannerisms of her own, which makes it so interesting every time she talks. She uses "please" and "thank you" with ease and a little half courtesy. She wants to go back to school this spring, but I love to have her at home, and she meets hearing people often now that she can go out.

You ask me about signs, speech, etc. I loved my husband dearly and was glad to use the signs for his sake, but he was very

proud of my ability to talk and read lips, and he used to say that he wished that he had been educated in a day school, too, in his time. We lived in the midst of the hearing world, in the office he had business with hearing people, and he was so much like a hearing person himself in his fine manners and gentle ways. There is only one deaf family in town and we saw them only on occasions, all the rest of our friends were hearing people. From this you will see how highly I appreciated, and still do, my being able to talk and read lips, and you will see how very practical these boons were to me and still are. But these boons have also been such a great blessing to me in enabling myself and daughter to converse by spoken word of mouth. That is why others say, "How lovely it is that they both can understand each other, even if the mother is deaf."

I have always been very grateful for my educational advantages. Of the sign language, my husband and I had the same views. We believed that where for some real reason it was impossible to teach the deaf child speech and lip reading, finger alphabet, rather than signs, was the next best way to learn good, and not broken English so peculiar to those who depend entirely on the sign language. We also believed in the great good to be derived from association with the hearing world. I had a deaf class in history, whose English I tried so hard, but in vain, to improve. They were all manual pupils. On the other hand, my blind-deaf pupil pleased me greatly by the rapid strides she made in mastering good English. The reason was this; she was constantly with me, and I used the finger alphabet in teaching her, not the sign language. Even to-day she writes very well, and I am glad to see that the love of reading I encouraged in her is still kept up.

There are persons here who say they never think of my deafness, they understand me so well, and their lips are easy for me to read.

With kindest regards to you all, I am

Yours sincerely,

HYPATIA BOYD REED.

* * *

A PERSONAL TRIBUTE TO THE DAY SCHOOL SYSTEM.

Quite unexpectedly, the question was once asked me which of the two, articulation or lip reading, I should choose to retain, as being of the greatest practical value, if by some chance I were

confronted by the unavoidable alternative of sacrificing one or the other. My answer, on the spur of the moment, was that while the loss of either would be a handicap and a calamity not to be thought of, I would, in the last extremity, choose to retain the power of speech.



MISS DAISY M. WAY.

In the light of more mature reflection, I still affirm this opinion, for I believe that the ability to make our wants known, to ask questions, often of vital importance to our immediate physical well-being, and to have the ability to express ourselves in sudden emergencies or direst need is of more vital importance to the deaf, and by the same token, to those directly associated with them, than the sister accomplishment of lip reading. Written and printed words can easily be substituted for the latter, with equally good results, but nothing can take the place of speech in moments of exigency.

My own experience during years of active business life convinces me that speech is a prime requisite, and in the case of the

deaf at least the old adage should be paraphrased so to read that speech, not silence, is golden.

No one afflicted as I am, with total deafness, can realize more clearly than I what incalculable benefits have come to me through my early education in both articulation and lip reading, and I can indeed pay grateful tribute to the blessings of each, as well as to the advantages I have derived from the manner in which my education was conducted in the public schools. In making my way independently I have most assuredly had deep and lasting reason for thankfulness that all my early training kept me in daily contact with my family and hearing associates, and thus laid the foundation of habits whose benefits have been far-reaching.

When I was overtaken by this sore physical affliction at the age of five, there were few opportunities available for instruction by the articulation method, the movement in that direction being then in its earliest stages. Happily for me, my devoted parents had the courage of their convictions, and a kind and beneficent Providence seems to have watched over and guided their efforts in my behalf. They were firm in their determination that I should not be educated in the sign language, nor be sent away from home for the years of institution training that would be necessary, and to avoid this they overcame every obstacle and even eliminated distance. The nearest available oral school proved to be the one conducted at that time by the late Mr. Z. C. Whipple at Mystic River, Conn, more than a thousand miles from our home in western Iowa. I spent a year under Mr. Whipple's instruction, accompanied by my indomitable mother, who craved and was granted the privilege of remaining with me only on condition that she assist in the care of the pupils, at first in the capacity of housemother, and later, in the schoolroom. The knowledge she gained in this labor of love enabled her to supervise my education at home during the next year, as the great distance proved a great hardship in separating our little family of three.

A year or two later, the problem of my higher education became a matter of serious consideration. A private teacher had been employed, but I was becoming too advanced in my studies to feel satisfied with a governess. At this critical juncture the principal of the public schools of our home town, Creston, Iowa, realizing the unusual situation, suggested to my father, who was

then at the head of the school board, that I be allowed to try the experiment of entering the graded schools on an equal footing with my playmates. He proffered the assistance and sympathy of every teacher in the corps, and urged that the plan be carried into immediate execution.

This opening which had been so ardently desired but had seemed so apparently impossible through the mere fact of being so entirely without precedent as far as we knew, was hailed with an eagerness and enthusiasm even greater on my own part than on that of my good parents. My confidence in my own ability to compete with my hearing associates had been so wisely fostered and encouraged that I had no hesitancy whatever in going forward to locate myself in the proper classes, and thus my education in the public schools began, and my eventual graduation from the high school was made the occasion of a statement by the principal that I had never been excused from a single requirement on the ground of my affliction, and that my diploma had been fairly won.

The valuable aid of a thorough course of training in his business college under the supervision of Hon. Robert C. Spencer of Milwaukee equipped me still further for the position which had been offered and was awaiting me when I left the Spencerian college, and since then I have been continuously in the service of one of the largest Banking and Trust companies in the southwest. All this has been brought about through the early perseverance and wise foresight of the parents who saw to it that I was properly equipped in the beginning for the battle of life, and through the practical advantage I derived from the manner of my education in the schools of the hearing.

Mine was necessarily an isolated case as I was the only deaf child in that particular town at the time, but I realize and rejoice in the privileges and opportunities enjoyed by the pupils of the Wisconsin Day Schools for the Deaf. It was a welcome and highly prized privilege to be permitted to assist, even in a very small way, in the early movement of the Wisconsin Phonological Society toward the permanent establishment of Day Schools for the Deaf. In the winter of 1885-6 my good mother and myself made two trips to Madison in order to attend the sessions of the Legislature and add our modest but very earnest efforts to the vastly more influential endeavors of Dr. Alexander Graham Bell, Hon. Robert C. Spencer and others in behalf of the work

of the Society. The late Governor J. M. Rusk was then occupying the executive chair, and he was an early and sympathetic convert to the cause, much being accomplished through his active interest and coöperation. He made himself my friend, and so arranged matters that I secured personal interviews with important committee members, as he insisted that I possessed in my own personality an incontrovertible argument in favor of the far-reaching benefits of the Day School system. Through our united efforts, in which my mother and myself were more than proud to have taken even so small a part, the bill was passed and the Phonological Society for the first time established upon a firm financial basis.

In 1894 I again visited Madison, once more joining hands with Dr. Bell and Mr. Spencer, this time being reinforced by several bright and promising pupils of the Milwaukee Day Schools for the Deaf. I particularly remember a pretty incident, which was enjoyable by reason of its naturalness, it being wholly impromptu. During a session in one of the committee rooms, one of the older pupils, then Miss Hypatia Boyd (now Mrs. Charles Reed of Menasha) had been closely questioned and was responding by giving some personal facts in regard to her school life. Her lips were being closely scanned by the other speech readers present, when a sudden interruption occurred. One of her schoolmates, Miss Helen Seelman, good naturedly challenged a statement Miss Boyd had just made, and to the surprise and amusement of those present, the two proceeded to engage in a good humored but spirited argument, wholly oblivious to their surroundings, and with a fine disregard of the laws of parliamentary proceedings. I could see the members of the committee leaning forward in their seats, listening with breathless interest to the animated discussion being carried on between the two girls, and when at length the mooted question had been settled to their mutual satisfaction and Miss Boyd resumed her story, unabashed at the interruption, we of the firing line felt that at least one preliminary skirmish had been won. The object lesson of the ease with which these two deaf pupils conversed at length was an eloquent bit of personal testimony in behalf of the system we were trying to establish. If the deaf could understand each other so readily, did it not speak volumes in favor of the possibilities awaiting them in the hearing world at large?

Right here can be found the crux of the argument. An incident like the above could under no circumstances have occurred as it did, had the two girls' confidence in themselves been other than it was. The habits of courage and self-reliance necessary to this end can only be formed through constant association with the hearing, both through family and social intercourse, and in recognizing no salient points of difference between our opportunities and theirs.

There is always the assurance that we, who are doing our utmost to overcome the limitations of a physical handicap, are at least able to accomplish more in proportion thereto than would many of those whose thoughtlessness often imposes an additional obstacle to our progress.

My own creed has always been to try, try again and while I have never even carried a lead pencil with me I can hardly recall a single occasion on which I have had recourse to writing. Even in certain instances with strangers, when I have experienced a little difficulty in understanding or making myself understood I persevered until the point was won.

It means hard and constant work, the elimination of much natural sensitiveness, and an inexhaustible fund of perseverance and pluck, but the triumph of surmounting difficulties, of accomplishing certain results which not everyone else would be able to attain, and above all of proving ourselves the ends which amply and richly justify the means which made all this possible, ah, that is the greatest and most satisfying of all rewards!

The Day Schools for the Deaf perform an unique and priceless mission in making all this possible and in furnishing actual proofs and disseminating the knowledge of what can be accomplished for and by the deaf. We who are blazing the way for those who are to come after can find much to rejoice over in contrasting the past with the present and if the example and encouragement of our experience is of any stimulus to the uplift, then indeed our efforts shall not have been in vain.

DAISY M. WAY.

WHAT AN HEROIC MOTHER ACCOMPLISHED.

By MRS. S. E. J. SAWYER, Formerly Principal of the High School
in Creston, Iowa.

The heat of a late summer afternoon made the coolness and quiet of the vine-clad porch most grateful, as I sat listening to the low, cultured, well modulated voice of my hostess. She had been for many years my cherished friend, and I possessed intimate and personal knowledge of the history she was recounting, in response to some inquiries on the part of another caller who had accompanied me, and who now for the first time enjoyed the privilege of listening to a recital which was always of thrilling human interest to all within its reach. It is the story of a devoted mother's lifework—of her heroic struggle against heavy odds, in endeavoring to ameliorate the sore physical affliction which had overtaken her only child—of the breaking down of apparently impassable barriers by both mother and daughter, and of the gratifying success which finally crowned the efforts of both, the encouragement, devotion and sympathy of the one being amply rounded out by the intelligent courage and indomitable pluck of the other. In the hope and belief that other mothers finding themselves facing similar problems may take fresh hope and inspiration from the experience and heroism of my friend, the late Mrs. H. M. Way, I am giving for publication, this story of the beautiful, gracious life so recently ended, and of its well crowned achievement in which I have been in close touch, especially during my association with the afflicted daughter, Miss Daisy, as her teacher during the years she spent in the High School of her home town, Creston, Iowa. The bright faced sunny haired little daughter was stricken with cerebro spinal meningitis at the age of five, and the glad prayer of thankfulness which went up from the entire town when her recovery was assured was saddened by the knowledge that she was left absolutely and hopelessly deaf. Then began the struggle on the part of her mother, to restore to her the power of speech, at that time, an almost unheard of possibility. How she went about it is best related in the words of Mrs. Way herself, and I have endeavored to reproduce her conversation, as I listened to it on that quiet evening amid the flowers and vines, as thrilled and

interested by its pathos and heroism as was the stranger opposite me, who listened with rapt and breathless attention as well he might.

"When we found that our little daughter was hopelessly afflicted, the efforts we had made toward securing medical aid were turned toward her education. We had no idea how it could be accomplished, no knowledge of another case like hers to guide us, but a sort of blind instinct seemed to hold us to the one determination that she must not be deprived of her speech. We had never heard of lip reading, and in our far western home, the education of the deaf was in its most primitive beginning. We began corresponding with the superintendents of Institutions for the Deaf in adjoining states, but the replies we received were almost uniformly the same. "Had I a child like the one you have described, I should not wish to have her educated in a sign school," but there was no suggestion as to where she could or should be placed. One hot afternoon in August, I was busy with my ironing, and pausing for a moment I leaned over my table, resting on my elbows, carelessly looking over a little child's paper which had come to Daisy in that day's mail, a paper which is now the *Youth's Companion*. A little three-line advertisement caught my eye almost instantly—"The deaf can be taught to speak and read the lips. For particulars address Z. C. Whipple, Mystic River, Conn."—I rushed with the paper to my husband's place of business which was near by, and as I neared him I began exclaiming, "Oh! I have found it. I believe I have found it!" "Found what?" he asked in alarm and surprise at my excited manner. "Why, a place where we can take Daisy," I replied handing him the paper I held. That night's mail bore a letter to Mr. Whipple, and his reply was indeed anxiously awaited. When it came, it was a disappointment, for he informed us that his school was small and somewhat overcrowded, but that he sympathized with us and would be glad to recommend us to Miss Harriet B. Rogers of Northampton, Mass. A letter to Miss Rogers brought a similar reply, as she hesitated about accepting too many very young pupils from a distance, in addition to those entitled to entrance from her own state, and she believed Mr. Whipple's school would be better fitted to our needs. After several letters were exchanged without result, we finally decided not to waste any further time in correspondence, as the school year was then beginning, so our home was broken

up, our household goods placed in storage, and Mr. Way and I started east with Daisy, not knowing what the result would be. We went first to Mystic River, and drove out to the school. Mr. Whipple was naturally sympathetic and he was plainly impressed with the urgency of our need, and seemed drawn to Daisy from the first. It did not take much urging to secure her acceptance as a pupil, notwithstanding the fact that his list was already filled. Then the question arose in regard to leaving her there alone. Both her father and myself felt that to be impossible, at so great a distance, and the matter of a boarding place for me near by seemed to be an impossibility also, as the vicinity was sparsely settled. The village was three miles distant by road, and at times almost inaccessible. But even in the face of all this, and unmindful of the fact that winter was approaching, I struggled to overcome each obstacle which threatened to separate us, and even besought the privilege of remaining in the yard under the trees during school hours, in order to be with my little girl when she was dismissed. Mr. Whipple and his family did not look approvingly upon any plan we could suggest, but finally, after a private consultation among themselves, he returned to us with a new proposition which he made with some embarrassment. He said, "Mrs. Way, it is a hard precedent to establish, for us to admit the parent of a pupil as a mere companion, inasmuch as many of the others have wished to send nurses and attendants with their children, but I will suggest this. It is almost impossible for us to obtain domestic help, and if you would be willing to have it understood that you are here as an assistant, I believe we can manage it on that basis." I replied, "Mr. Whipple, I would be willing to scour this floor daily on my knees for the sake of being near my only child." And the next morning found me, dust cloth in hand, actually engaged in the cleaning I solicited, although in justice to Mr. Whipple, I must say that I was never asked nor required to perform the menial labor that I often volunteered, I acted as assistant matron, assisting in the dining room and even in the kitchen when necessary, and the little family of children soon entered into the spirit of mutual helpfulness and were quick to come to me each day with the list of new words they had learned, as if anxious to share in the encouragement and help my own little daughter enjoyed. I soon grew into the habit of helping them and encouraging them to talk with me and this, in turn, proved

to be a great practical value to me in applying theory to practice, so that I acquired an unexpected and valuable insight into the educational method employed. Mr. Way, after returning home, gained the idea from my letters that this was another opportunity worth cultivating, and he wrote Mr. Whipple asking him whether, for a pecuniary consideration, he would allow me to be trained in the system so that I could carry on Daisy's education at home for a time, and thus avoid the almost unbearable family separation. It happened, however, that just at that time one of the teachers was called home by her mother's illness, and found it impossible to return to her post. Mr. Whipple came to me in the kitchen where I happened to be giving some assistance, and said to me with evident pleasure, "Mrs. Way, I think I have a position for you now much better suited to you than this," and an hour later I was installed as an assistant teacher, and was beginning to hear the children's lessons, in which capacity I acted, with great enjoyment, until the close of the year. All this resulted in our remaining at home the following year, during which I carried on Daisy's education myself—kept her talking constantly—watched her pronunciation and cultivated her taste for reading, always trying to see that she had a correct idea of how to pronounce the words she read. The next year, one of Mr. Whipple's teachers wished to come west on account of failing health, and as my mother's feebleness began to claim more of my time, Mr. Way engaged Miss Moredock to instruct Daisy, and a little later, in order that there might be more companionship for her, a young nephew of mine, a hearing child who was not strong enough to attend the public school regularly, came to our home and recited his lessons with Daisy during the one year Miss Moredock remained, which proved to be a great help to her in the way of companionship. Then followed an interval of a year and a half during which I resumed charge of her education. As soon as her ideas of speech were well established, I made it a rule to impress upon her that she must and could do everything that other children did. This seemed to give her the ambition to imitate, and if possible excel, and while she did not realize it then, in later years she felt the incentive to make herself exactly like hearing people and to admit no physical difference, until it became her creed to the point of enthusiasm. In these later years we have so often noticed and deplored the shyness and lack of self-confidence suffered by so

many good lip readers, and I have rejoiced that I was able to overcome this tendency in Daisy from the start. She was led to believe that her efforts would be received kindly and sympathetically, and that she would always be given credit for doing the very best she could, and no one could do more than that. She was given the family purse to carry before she was twelve years old, and did all the errands and the family marketing as far as possible, as a part of her training in self-reliance, and when in later years it fell to her lot to become the head of the family, its manager and financier, she again found out the advantage of having begun early. We especially fostered and stimulated her interest in affairs of the day, and made it a point to discuss all public questions freely with her, and she became quite a rabid politician under her father's encouragement. I believe all these influences aided incalculably in broadening her mind and widening her view-point, training her in advance for the active part she was destined to take in winning her own way in the world. She was very fond of society, and entered heartily into all the healthy diversions afforded by our little town, and she was always received on a perfect equality with all her hearing associates. When she was thirteen, I had carried her as far as decimal fractions in her arithmetic, and she was well advanced in geography and history. She felt her loneliness as the only child in the town not attending public school, and it was beginning to have a bad effect in giving her the first realization that her opportunities of education had certain limitations, when compared with those about her. When the superintendent of schools came unexpectedly to my husband one day and broached the subject of trying the experiment of having her enter the public schools, she hailed the proposition with joy. We had not supposed it possible that she could be given the certain amount of personal attention necessary, and when assured that the teachers had voluntarily offered to aid her in every way they could, and would make the effort gladly in her behalf, the way at last seemed clear. Next morning Daisy started on her rounds to find her place, as it was decided that she must be the one to select her first teacher. She began in the primary grade, and went from room to room, always finding that she was too far advanced to go over the work again. After two days of this, she came home in tears and assured me there was no place for her because she "couldn't fit." At that

moment a little friend, some three years older than herself, came running in to ask her to go to school with her that afternoon. Daisy looked up through her tears and said, "Oh, it's no use for me to go there, Lollie, you are all older than I am and besides, Mr. L— has a heavy mustache and I am sure to have trouble in reading his lips. I can't begin there." Lollie insisted that she must go at least as a visitor in order to forget her troubles, so I wiped away the tears and kissed her good-bye, telling her to try not to come home and cry again as it made poor mamma's heart ache, and this was a trouble she could not help. When the time came for school to close, I looked out and there came Daisy, skipping and leaping over the ground as if wings could not bring her home fast enough. As soon as she came within hearing distance she began calling out her news. "I have found my place mamma. O, I have found where I can go to school. I belong in Mr. L's room." The arithmetic class that afternoon had placed the same work on the blackboard that she had gone over a week before, and she found the other studies quite identical with her recent work, and thus she located herself among pupils two and three years older than she in the "B" Grammar grade and began her public school work which ended in her graduation at eighteen. Her lessons were always prepared at home, and I verified her pronunciation, corrected her accent and endeavored to supplement her teachers' efforts in every possible way, so much so, in fact that I was more than once censured for not leaving enough for them to do. But, through it all, she was never allowed to shirk a single duty or to have the idea for a moment that she was a privileged person because of her affliction. The key-note was always that of being as nearly like her hearing friends as lay within her power, and of overcoming all obstacles in order to reach that end. And when she graduated and read her essay, it was truly said of her that she had fulfilled all the requirements of the educational course and had won her diploma fairly."

As to this last, I can give personal and intimate testimony. Daisy, at the time of her entrance to the High School, was a tall, graceful girl whose general appearance and alert manner gave not the remotest hint of a physical affliction. She made rapid progress in her studies, always standing at the head of her classes, and it was often remarked that her language was noticeable because of its fluency and correctness, for she was gifted

with a remarkable vocabulary ever at ready command, while at the same time she never used an unnecessary word, a gift which Daisy herself has always insisted was directly owing to the careful training and culture of her always watchful and critical mother. I particularly remember an incident which occurred one day in my classroom. I remarked to two gentlemen who were listening to one of the recitations that one young lady in the class was entirely deaf and I would be glad if they would take note of her. At the close of the recitation, they told me that they had not noticed such a one, although I had questioned her minutely on her theme. At one time, to test her knowledge and understanding of the terms then in vogue, she was given the task of writing an essay on "Slang." Her own language was singularly correct and free from all impurities, but her essay for amusing detail and wonderful collection of street vernacular and explanation as to the meaning, I have never seen excelled. It was another proof of her thorough understanding of all that she read, both in print and from the lips of others.

As her good mother related, she graduated with her class, reading her essay at Commencement. The subject assigned to her very appropriately, was entitled, "Barriers." As she stood before that large audience, calm and perfectly self-possessed, tears rose unbidden to many eyes, in tribute to the patience and faith of the devoted parents and the eager daughter who had striven alike that this goal might be attained.

Of the years that have ensued, much more could be said, for it is the same brave story of Barriers overcome. True to her early teaching that she had always an equal chance in the world with those more fully equipped for the battle, she chose to be self-supporting, and to this end, she entered the Spencerian Business College of Milwaukee, under the instruction of Hon. Robert C. Spencer, who was then in the early stages of his philanthropic and afterward gloriously successful efforts in behalf of the establishment of Day Schools for the Deaf throughout Wisconsin. During that winter, both Mrs. Way and her daughter attended two sessions of the State Legislature at Madison, in company with Dr. Alexander Graham Bell and others, in behalf of a bill for the Day Schools which was successfully passed. Mrs. Way's personal arguments and the object lesson she was able to produce in the person of her daughter as to the possibilities of the right sort of home training and public school education for the deaf, presented an insurmountable argument which went far to

convert many opponents to the innovation of lip reading in preference to sign language and segregation during school years. Later, Miss Way accepted employment with a large Investment corporation in Kansas City, and has been connected with that business constantly since then, having been retained through four successive changes of administration. All her intercourse has been carried on orally and her perfect confidence in her ability to understand readily and to make herself understood, never falters, but she insists loyally that it is all to be attributed to her early training—to her constant contact with the great outside world and to the unerring judgment and almost divine forethought of the devoted mother, who in laying the foundation for this useful future, builded better than she knew.

As the last tint died out of the western horizon, one by one the stars came out from the shadowy depths of the sky. The tender voice of this grand good woman, whose motherhood has been so nobly fulfilled, seemed to dwell caressingly on the history of her idolized daughter as she concluded—"And now I wish you could realize how richly I am repaid for all my care and anxiety. She is all that I ever dreamed she might be, and the only sorrow I ever have is the thought that one of us may be taken and the other left alone."

I sat in reverent silence thinking too of her all—embracing charity and christianity, of her work of ministry among the sick and afflicted of our pioneer town, among whom she yet had time in the midst of her own sorrow, to act as an angel of mercy. Through her efforts, the first religious work of the town was begun. The first Sunday School was gathered in her quiet home, no other being available. Hers was more than once the sad duty of reading the burial service for the dead. Of a verity, there are many to rise up and call her blessed, and more than all and above all, the beautiful home life and single hearted devotion of this ideal mother and daughter who have stood shoulder to shoulder like two good soldiers through many valiant battles, has been a source of admiration and wonder to all the privileged friends and intimates who have beheld it.

That pearl of mothers has at length gone to her heavenly reward, and for Daisy Way, the star of life has set, leaving a radiance behind which is a holy benediction. With the same brave smile and unfaltering courage, she goes on with her work, sustained in her sorrow by the inspiring memory of that mother who stepped down into the Silence and lifted her up into the day.



MISS MARGARET M. SULLIVAN.

IN MEMORIAM.

Margaret M. Sullivan was born in Lebanon, Waupaca Co., July 29, 1864. After having taught several years in the hearing schools of this State she took the training for teaching the deaf.

Possessed of unusual vitality and a rare personality she was especially well adapted to this work, and threw herself wholly and heartily into her new labor. With characteristic force she set about organizing new schools and endeavoring to place the earlier schools of the state on a firmer basis. Among the schools organized by her are: Fond du Lac, Oshkosh, Appleton, Oconto, Ashland, Superior and Marinette.

Her work in the interests of the deaf was not confined to her own State. It is largely to her efforts that all of the oral deaf schools of Michigan owe their existence, and even as far west as the state of Washington she endeavored to promote the cause of these afflicted ones whose welfare was so dear to her heart.

Miss Sullivan was principal of the Day School for the Deaf at Wausau three years, principal at Marinette 2 years, and at Grand Rapids, Mich., 5 years. After a lingering illness of several months she died in Fond du Lac, February 26, 1909.

STATISTICS OF THE DAY SCHOOLS FOR THE DEAF.

List of Teachers with their Salaries for the Year 1911-12.

City.	Length of school year in months.	Name of Teacher.	Salary.
Antigo	10	Katharine C. Grimes.....	\$1,000.00
Appleton	9	Cora B. Eising.....	750.00
		Hannah I. Gardner.....	850.00
Ashland	9½	Margaret Clowry.....	900.00
		Ruby Morris.....	720.00
		Margaret Wilkins.....	240.00
Black River Falls....	9	Tillie Walden.....	810.00
		Alvilda Engh.....	450.00
Bloomington.....	10	Mabel G. Willett.....	800.00
Eau Claire.....	9	Jennie C. Smith.....	1,100.00
		Mabel Scriver.....	
		Matilda McGinty.....	757.50
		Selma Paff.....	540.00
		Helen Pond.....	333.00
Fond du Lac.....	9	Anna Nugent.....	900.00
		Josephine Pierce.....	665.00
Green Bay.....	10	M. Stella Flatley.....	1,100.00
		Anna Flatley.....	950.00
		Clara Stangl.....	750.00
		May Howlett.....	700.00
La Crosse.....	10	Julia L. Dean.....	800.00
Madison.....	9½	Irene Flatley.....	900.00
		Katharine Fitzgerald.....	675.00
Marinette.....	9½	Katherine F. Reed.....	900.00
Milwaukee.....	10	Frances Wettstein.....	2,400.00
		Bettie B. Spencer.....	1,200.00
		Clara E. Zassenhaus.....	840.00
		Ella A. Rusch.....	960.00
		Bertha Rudersdorf.....	960.00
		Sadie I. Owens.....	840.00
		Anna M. Warzink.....	960.00
		Laura M. Solar.....	780.00
		Bessie J. Hyatt.....	840.00
		Emma W. Gebhardt.....	1,080.00
		Clara Kranzusch.....	1,080.00
		Mary L. Funk.....	1,140.00
		Helen M. Gebhardt.....	900.00
		Jane A. Stevenson.....	1,080.00
		Mary Zassenhaus.....	1,020.00
		Teresa Brennan.....	960.00
		Mary R. O'Callahan.....	720.00
		Gertrude Rusch.....	660.00
		Gladys Reese.....	720.00
		Gertrude Weidner.....	960.00
		Muriel Smith.....	1,140.00
		Carl Jones.....	400.00
New London.....	10	Caroline H. Archibald.....	850.00
Oshkosh.....	10	Agnes Sullivan.....	900.00
		Victoria Pratsch.....	400.00
Platteville.....	9½	Mattie B. Gamble.....	950.00
Racine.....	10	Bessie M. Everhard.....	1,000.00
		Bessie C. Nevin.....	500.00
Rice Lake	10	Faye Kingsbury.....	800.00
Sheboygan.....	10	Mabel Rusch.....	750.00
		Evangeline Ewer.....	450.00
Stevens Point	10	E. Ellen MacNeess.....	950.00
		Florence Bunde.....	600.00
Superior.....	9	Mae Duggan.....	950.00
Wausau.....	9	Etta R. Gault.....	950.00

Enrollment by Grades for Year 1911-1912.

City.	Kn	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	8th.	H.S.
Antigo.....	4	1	3	.....	3	2	.....	.....	.....	.....
Appleton.....	4	1	2	1	2	.....	.....	.....	.....	.....
Ashland.....	2	3	2	2	.....	2	2	.....	.....	.....
Black River Falls.....	.....	1	1	1	4	3	.....	.....	.....	.....
Bloomington.....	2	1	.....	1	1	2	1	.....	.....	.....
Eau Claire.....	5	9	6	5	.....	.....	5	1	1	.....
Fond du Lac.....	.....	3	3	1	2	.....	1	1	.....	1
Green Bay.....	5	9	3	.....	4	4	.....	7	.....	.....
La Crosse.....	1	4	1	.....	.....	.....	.....	.....	.....	.....
Madison.....	3	4	3	3	1	.....	.....	.....	.....	.....
Marinette.....	.....	3	2	.....	.....	2	.....	.....	.....	1
Milwaukee.....	7	21	7	7	17	11	17	14	16	13
New London.....	3	2	.....	1	3	.....	.....	.....	.....	.....
Oshkosh.....	.....	5	.....	2	3	.....	.....	.....	1	.....
Platteville.....	3	3	5	.....	.....	.....	.....	.....	.....	.....
Racine....	.....	4	2	1	5	2	2	.....	.....	.....
Rice Lake.....	.....	2	.....	2	2	.....	.....	.....	.....	.....
Sheboygan.....	2	2	.....	4	.....	.....	2	2	.....	.....
Stevens Point.....	2	.....	3	3	.....	.....	.....	3	.....	.....
Superior.....	.....	2	1	.....	1	3	.....	.....	.....	.....
Wausau.....	6	2	2	.....	1	.....	.....	.....	.....	.....

Miscellaneous Statistics for the School Year 1911-1912 up to March 1.

Date of organization.	Total No. who have attended school.	Total enrolled for the year.	Age of youngest pupil.	Age of oldest pupil.	No. of boarding pupils.	No. who take sewing.	No. who take cooking.	No. who take manual training.	No. hearing pupils with defective speech.	Occupations out of school hours.
		Boys. Girls			Boys. Girls					
Amigo.....	33	8 5	5	19	.....	.....	.....	6	2	General chores.
Appleton.....	.....	8 2	6	17	.....	8	.....	2	1	.....
Ashland.....	38	7 8	6	19	3 7	8	5	1	2	Crocheting and embroidery work.
Black River Falls	25	5 5	8	17	5 5	5	2	5	2	.....
Bloomington.....	15	4 4	4	21	1	2	.....	.....	.....	.....
Eau Claire.....	61	17 17	5	19	11 14	16	9	11	3	General chores.
Fond du Lac.....	34	5 9	6	28	1 4	4	4	4	2	.....
Green Bay.....	60	11 15	6	18	5 7	20	None at present.	None at present.	1	.....
La Crosse.....	40	4 2	5	12	1 1	.....	.....	1	1	.....
Madison.....	25	9 6	5	16	5 2	3	0	8	2	.....
Marquette.....	28	5 3	7	17	2 3	.....	.....	3	.....	Janitor work and cutting wood.
Milwaukee.....	427	163 91	3	19	4 4	51	20	72	124	Carrying papers.
New London.....	22	3 6	4	17	1 2	3	2	1	.....	Chopping wood.
Oshkosh.....	35	8 3	7	14	1 1	3	.....	8	5	Selling papers.
Platteville.....	27	7 4	6	14	2 1	2	2	5	3	Splitting wood.
Racine.....	50	7 9	6	16	1	7	3	3	1	.....
Rice Lake.....	25	4 4	4	17	4 2	3	0	3	1	.....
Sheboygan.....	30	7 5	6	.....	1 1	3	1	3	.....	.....
Stevens Point.....	27	4 4	6	16	9 4	5	5	4	2	.....
Superior.....	26	2 5	9	14	.....	3	.....	1	1	.....
Wausau.....	44	6 5	7	23	2 4	4	0	3	3	Selling papers.

DAY SCHOOLS FOR THE BLIND

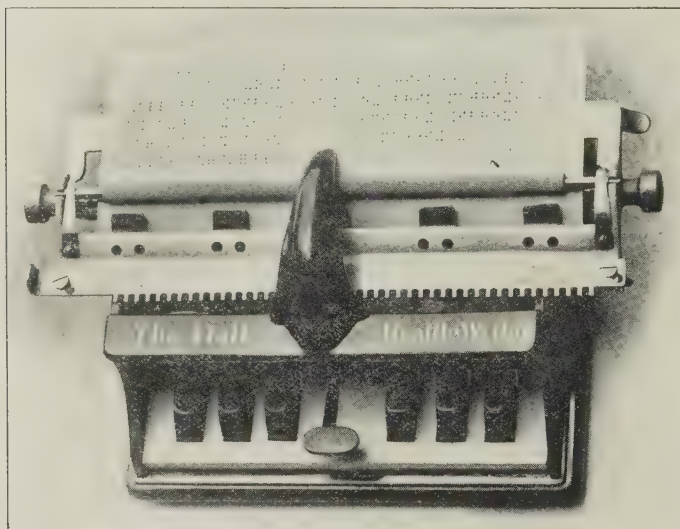
Through the efforts of the "Wisconsin Aid Society for the Blind" the legislature of 1907 passed a bill for the establishment of day schools for the blind to be organized and maintained in the same manner in which day schools for the deaf are organized and maintained. The board of education of Milwaukee secured Miss Carrie B. Levy, who had had wide experience in educational work among the blind, to come to Milwaukee and organize a school. Miss Levy at once threw all of her energy into the work and soon had a school in operation. She visited every part of Milwaukee in an endeavor to find children who could not see and were thus deprived of the advantages of the public school. It was found necessary before long to establish school centers in order to accommodate the children in the different sections of the city. At the present time there are four of these centers as follows: one on the east side, one on the north side, one on the south side and one on the west side. In addition to the pupils in these ward school centers there are some who have been able to continue their work in the high school after finishing the work of the grades.

Since the organization of the school in Milwaukee three other schools have been established in the following order: The school at Racine in 1909, the school at Antigo in 1910, and the one at Bloomington in 1911.

The provisions for the organization and maintenance of day schools for the blind are the same as those for the day schools for the deaf with the exception that the appropriation per capita is \$200 a year for the blind instead of \$150. In other respects the law pertaining to day schools for the deaf applies equally well to day schools for the blind.

In these schools the children are taught by means of the Braille point system which employs an alphabet consisting of points made by pressing a stylus against a stiff piece of paper.

When a pin or any pointed instrument is pushed through a stiff piece of paper a burr or point is made on the opposite side which is easily detected by the tip of the finger even though the eyes are closed. By arranging points of this character in different positions the blind are taught to read and cipher. To enable them to use the Braille alphabet they are furnished with Braille slates in which they place a sheet of paper and by means of a stylus do the writing, making use of their slate as we would a tablet of writing paper. They have Braille typewriters which are sup-



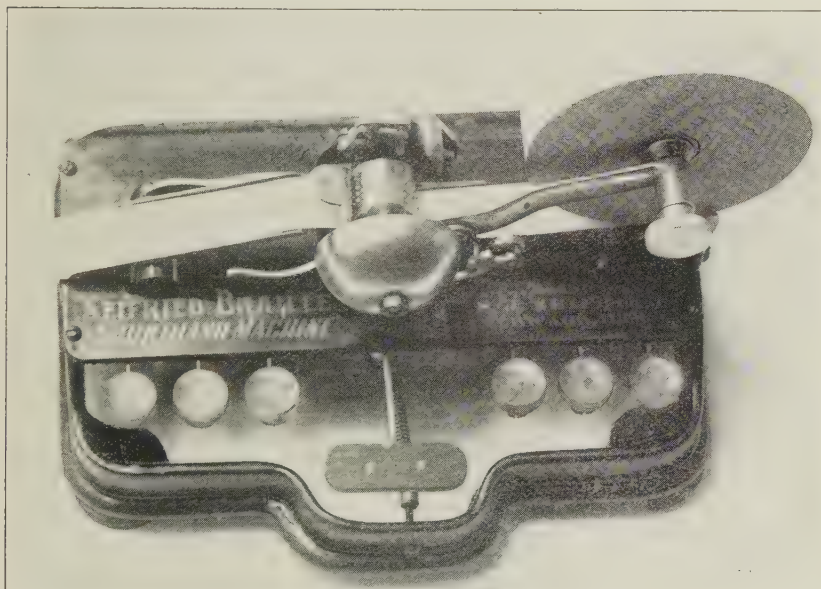
A Braille Writer.

plied with keyboards somewhat like the keyboard of a piano. They become very skillful with this typewriter and write rapidly.

Blind pupils may even take a course in shorthand since they may take dictation on a short hand machine a cut of which is here shown. They are able then to transcribe their notes on a typewriter as seeing people do. All of these departments for the blind are equipped with ordinary typewriters and the older children are taught to use them. A sort of slate has been invented which enables the blind child to print by hand using the ordinary capital letters. Blind children are thus enabled to prepare written work for seeing people and write letters to their friends.

In the study of geography the pupils make use of maps in which the outlines, rivers, cities, etc., are indicated by points. In mathematical calculations the number slate is used. This consists of a shallow box, partitioned off into squares. Wooden cubes or types bearing the digits in point, are arranged in these squares, to express numbers.

They prepare their lessons in the special department for the blind under the direction of their trained teacher. Each of the children in the school for the blind, which is housed in a



A machine with which the blind take dictation.

regular public school building, is enrolled in one of the regular grades of that building. When the recitation time comes the children go from this department to the various rooms in the building where they are enrolled, and recite with the seeing children. If it is a written recitation the blind child does his work on his Braille slate. If it is a recitation in arithmetic the child uses the number slate. If it is an oral recitation he is on an equal footing with the child who sees, since he is able to hear and speak.

The blind children are delighted because they are able to take their places among their more fortunate schoolmates and are

able to do the same kind of work they are doing. It is surprising to what extent their sense of hearing enables them to find their way about the building, and it is rare indeed that they hurt themselves in any way by running into people or things. In fact they meet with no more accidents than children who have all of their senses.

In these schools the children are taught various kinds of hand-work such as bead work, basketry, rug and carpet weaving. In addition to the academic work and manual training the pupils are given music lessons.

The blind are thoroughly appreciative of all that is done for them. They do not grieve over the fact that they are unable to see and are always happy.

On other pages of this publication you will find certain statistics concerning the schools which are being maintained at the present time and also the local history of each school.

It is hoped that every person who knows of a blind child who is not in school will immediately notify the city superintendent, the county superintendent or the inspector of schools for the blind.

MILWAUKEE SCHOOL FOR THE BLIND.

Realizing that there were many blind children in the city of Milwaukee who would be uneducated if some provision for education in their own city was not made for them, the "Wisconsin Aid Society for the Blind" petitioned the Milwaukee board of school directors for a day school for the blind. The representatives of this society argued that many parents would not send their helpless little ones away from home, especially at as early an age as their education ought to begin, and that some would not part with them at all. They succeeded in convincing the board of school directors that an uneducated blind child was as much of a burden to himself as to the community. They were influential, therefore, in the year 1907, in having a law enacted by the legislature providing for the establishment and maintenance of day schools for the blind. This law provided that upon application by the board of education of any village or city, made to the state superintendent, for permission to establish a day school for the blind, the state superintendent might grant



School for the blind on the east side, Milwaukee.

permission to such city or village to establish and maintain within its corporate limits one or more schools for the instruction of blind persons who were residents of the state. The law at first allowed the sum of \$150 for each blind pupil instructed in one of these schools at least nine months during the year, but two years later increased this appropriation to \$200, in order that it might cover instruction in music and manual training.

On November 14, 1907, the first center was opened in Milwaukee with an attendance of six children. I can do no better at this juncture than to give the following extract from Supt. Pearse's report to the board of school directors.

"The work in the classes for the blind has been attended with most gratifying success.

"In each of four centers situated in four different sections of the city a room is set aside for the use of the blind pupils, who come in charge of parents or guides on the street cars, or otherwise, as directed by the parents. Those who live long distances from a school usually come in charge of a brother or sister or a little friend of school age who accompanies the blind child as a regular pupil, and who usually enters the school in which the class for blind children is taught.

The blind children gather first in their special room. They then go to their regular schoolrooms where they remain during the opening exercises of the classes to which they belong. After the opening they return to the special room to study their lessons. At recitation time in any class, the blind children who belong to that class go from their special room to the regular classroom and there take part in the lesson as the seeing children do. They use the same textbooks, which are printed for them in point letters (American Braille being the point system used), reading or spelling or solving the question in arithmetic in their turn. After the recitation is completed the blind children return to the special room and there do their studying under the oversight of the special teacher for the blind. One of these has charge of each of the rooms and acts as helper and special teacher. The number of pupils which the teacher of such a group can care for properly is from six to ten, this depending somewhat on the age of the children and on other conditions.

Many of the pupils who have entered the school, which has now been conducted for a little more than four years, have made remarkable progress. The lack of sight seems to make it easier

for them to concentrate their efforts upon the particular school work assigned to them and many of them have not only progressed very rapidly but have mastered their tasks quite as well as children who can see.

The supervisor of the work for the blind visits the different schools usually getting into each class at some time during each day. She instructs the teachers and looks after the progress of the pupils. She also attends to the work of the blind in the high school. She looks after the printing of the books, the making of the maps and the preparation of other school material necessary for use in the various classes."



School for the blind on the south side, Milwaukee.

The teachers of the special schools now assist in the printing by doing all their work on the Braille writer. The blind pupils attending the high school are sufficiently advanced in their education so that an expert teacher of the blind has not been required. The service of a reader who reads to the pupils such things as they can not find or read for themselves, is all that has been found necessary.

Manual training, such as rug weaving, carpentry, basket making, brass work, bead work, etc., is taught in all of the centers. Gymnastics is given in order to teach the children muscular co-ordination and control and when observing them upon the playground, one can scarcely distinguish between the blind child and his sighted playmates.



School for the blind on the north side, Milwaukee.

The present enrollment in the various centers is forty-five although one of these is merely taking a trade course.

CARRIE B. LEVY.

* * *

The pupils of the eighth grade of the 2d Ave. Public School, Milwaukee, were asked to write an original poem on Easter. The writer of the best one was to receive a hyacinth plant as a prize. This is the poem written by Edna Smith, totally blind, which won the prize.

EASTER.

The little flowers were sleeping,
Within their snowy beds;
The sun came and awoke them,
And touched their sleepy heads.

The little flowers awakened,
And looked up toward the sky,
"O," they said, "'tis springtime,
And Easter time is nigh."

The little birds have journeyed
From the south lands far away;
They also have come back again
To spend with us this Easter Day.

Edna Smith, age 14, March 29.

In the cut of the south side school for the blind Edna is sitting at the extreme left at the typewriter.

* * *

The topic "An Imaginary Journey to ——" was assigned to an Eighth Grade Room 2nd Ave. School, Milwaukee. The following was written by Emily Stump, who is totally blind.

AN IMAGINARY JOURNEY TO COLORADO.

It was a beautiful morning in about the middle of June, when all nature seemed at peace with the world in general. There was not a cloud in the clear blue sky, and the sun shone as if there was but one day in the whole summer.

After a long ride, we found ourselves in the beautiful city of Denver.

We girls had set our minds on going to the oldest hotel in the city. We wanted one with a nice large piazza and also large rooms and good meals. After looking about for about an hour we found just what we wanted. It was a small hotel or large boarding house, with the large piazza and sleeping rooms. Also the good dinner.

The next morning, we were awakened by the beautiful sunshine and we looked out upon a world as perfect as the blue sky.

That afternoon, we left our comfortable quarters and started for the Grand Canyon.

We did not try to see the Canyon that day but got an early start to see all we could the next.

We had made up our minds that we would not go to the Canyon until almost sunset for then, we knew it would be beautiful. We reached the Canyon about a half hour before sunset. We stood, looking down into the great abyss, and watched the sun dip into the water, as it were, and take his evening bath, then sink slowly out of sight. For a long time none of us spoke, the beauty was far too grand for words.

After a moment I raised my eyes from the beauty of the Canyon to the sky and it would have been hard to say which of the two were the most beautiful. For one moment the great ball of fire seemed to pause in the beautiful sky; then it wavered and dropped from sight.

When the sun left the sky, I let my eyes drop to the beautiful Canyon. I gave a little cry of delight at the scene before me. In a moment we had the camera set and in another, we had the whole of that beautiful scene to take back to the East with us.

* * *

In the cut of the south side school for the blind, Emily is seated third from the end, on the left, at the Braille Writer.

DAY SCHOOL FOR THE BLIND AT RACINE.

On September 3rd, 1908, Supt. B. E. Nelson submitted a communication to the board of education referring to the passage of the bill by the legislature, authorizing the establishment of day schools for the blind, and recommended that a special or standing committee be instructed to investigate the advantages and plans of such a school. This communication was referred to the committee on teachers and also to the committee on textbooks and course of study. On December 3rd, the joint committee re-

ported that they found the conditions favorable for the organization of such a school and that enough pupils were assured to make the school a success and recommended that the committee on teachers be authorized to engage a competent teacher for the work.

On February 4th, 1909, Miss Mary Fitch Hume was elected by the board at a salary of \$90 per month to take charge of the organization and teaching of the new department. At the same time a communication was read to the board from the State Superintendent of Public Instruction, dated January 25th, authorizing the board of education to organize a day school for the blind.



Day School for the Blind at Racine.

The school was opened the first week in February with an enrollment of five girls and six boys, four of whom were totally blind and seven partially blind. For the school year of 1909-1910 there was an enrollment of six boys and five girls. During the next year there were four boys and three girls enrolled and for the present year to date, there has been an enrollment of seven boys and two girls.

This school was organized because of the conviction that children who were blind, or partially so, could be given an education as good as that offered in the institution and at the same time the comforts and advantages of home life and home training. The pupils are associated on the playground and in the classroom with seeing children and are able to make the grades regularly.

Much thought was given to the question of the system of point

writing which should be given. After careful consideration, the Braille system was decided upon and is still in use. The school is fully equipped with Braille writers, typewriters, various hand-work materials and a carpet loom.

MARY FITCH HUME.



Blind children in the Racine Day School playing with the seeing children. The girl marked (X) is blind.

DAY SCHOOL FOR THE BLIND AT ANTIGO.

In looking for deaf children in and around Antigo, two blind boys, aged nine and eleven respectively, were found. The parents were anxious to have their children at home and so asked City Superintendent Hickok to assist in securing a day school for the blind at Antigo. Mr. Hickok was glad to do all in his power to bring this about and corresponded with the state superintendent of schools. Permission was granted for the establishment of such a school.

The school was opened September 26th, 1910, with two pupils in attendance. The boys are bright and keep up readily with the grades in the regular grade school. The teachers of the school in which the department is housed have been very kind in allowing the boys to come into their rooms and take part in the recitations.

It was a small beginning and we hoped that the school would grow provided there were other blind children in the district. However, we are very glad to find that there are no more children afflicted with blindness in Antigo.

CORA B. EISING.

BLOOMINGTON.

During the latter part of the summer of 1911 the school board of Bloomington began to make inquiries concerning the manner of organizing day schools for the blind in the cities and villages of this state. They corresponded with the state inspector of day schools for the deaf and blind and were instructed as to what method of procedure they should follow. Upon application for



"Helen", marked (X), a blind girl in the Bloomington Day School, out for a walk with seeing children.

permission to establish this school the state superintendent issued a certificate of organization and the school opened October 1st. There are two girls and one boy in attendance. In addition to the regular branches prescribed for the public schools the pupils receive instruction in bead work, brass work, reed and raffia work and some elementary weaving. Miss Stella Goldberg has charge of the school. The pupils are happy and show great progress in their work considering the few months that the school has been in operation.

*Statistics for Day Schools for the Blind,
Up to March 1st of school year, 1911-12.*

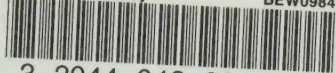
	Antigo.	Bloomington.	Racine.	Milwaukee.
Date of organization of the school.....	9-23-10.	10-1-11.	2-3-09.	11-14-07.
Total number who have attended school since its organization.....	2	3	16	57
Total enrollment for the school year up to March 1, 1912.....	2 boys.	{ 2 girls. 1 boy.	{ 3 girls. 8 boys.	{ 28 girls, 19 boys.
Age of youngest pupil.....	10	7	6	6
Age of oldest pupil.....	12	12	16	24
Number of boarding pupils.....	1 boy.	{ 2 girls. 1 boy.	.....	1 girl.
Kinds of handwork taught.....	Basketry, Bead work.	Bead work, Brass work, Reed and Raffia work, A little weaving.	Basketry, Rug weaving, Modeling, Brass work, Bead work.	Rug weaving, Basketry, Bead work, Brass work, Some sewing, knitting and cooking, Bead and muskmelon seed bags lined.
What musical instruments are taught?.....	.....	.....	Piano.	Piano, Violin, Clarinet.
Number given vocal lessons.....	.....	.....	10	.....
Names of teachers with their salaries:				
Cora B. Eising.....	\$750			\$1,717 38
Stella Goldberg.....				840 00
Mary Fitch Hume.....		\$55 per month.	\$1,000	840 00
Carrie B. Levy.....				840 00
Frankie Warburton.....				840 00
Inez Carpenter.....				720 00
Myrtle Fowler.....				
Mildred Vallier.....				

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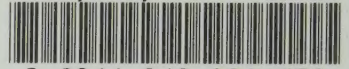
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